Part 2: Learning Expectations

A tool to help transition professionals measure progress and set goals

Thank you for being part of the movement of professionals across the state of Minnesota working together toward quality transition planning and consistent outcomes for youth. Toward this goal, all transition professionals are asked to align their work to Minnesota's Youth in Transition Framework and strengthen their partnerships and delivery of high-quality transition programming and services.

This Learning Expectations Assessment is part 2 of Minnesota's Youth in Transition Framework Assessment. It can help you assess your own, your team's, and your organization's integration of the Framework's learning expectations into your work supporting youth. The Framework's four learning expectations define the topics all youth in transition should explore. This tool mirrors the Transition/Pre-ETS Inventory youth assessment so you can use both tools together.

Instructions

Your answers may differ depending on whether you are assessing your own work, your team's work, or your organization's work. Identify this before you begin, then answer all the questions with that in mind.

Scoring and review

Each statement is associated with a score (1 to 3). If you are filling out the assessment electronically, your score will automatically appear at the end of each section. If you're filling out the assessment by hand, you'll add up your score at the end of each section. Then at the end of the assessment, you'll review your scores and reflect on your results to identify where you are providing the strongest support, and where and how you can strengthen the support that you provide youth. Your assessment results are for your/your team's/your organization's own use in guiding and improving your work.

Different roles

If you are taking this assessment as an individual rather than a team, you may find that some questions may be more directly applicable to a different role/professional on your team. In these cases, consider your role in collaborating with your team to support youth and their families. For example, maybe you connect a youth to another professional when you learn of a need that would be better met by a colleague. Take this into account as you are reviewing your scores and considering strengths and areas for growth.

OTHER PARTS OF THE ASSESSMENT:

PART 1: Guiding Principles

PART 3: Shared Practices

MINNESOTA

Learning Expectations

The Framework's four learning expectations are:

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

1 BEST LIFE

A) Planning helps youth build self-awareness

A.1 **Do you/your team/your organization help youth build their self-awareness?** Learn more about helping youth build <u>self-awareness</u>.

> **3** Yes, almost always
>
> **2** Sometimes / it depends
>
> **1** No, or rarely

A.2 **Rate the level of support you/your team/your organization provides youth in learning and development for each of the following self-awareness topics. Use the rating scale provided.**

3 = I/we **provide a lot of** support or resources in this area

2 = I/we **provide some** support or resources in this area

1 = I/we **do not provide any** support or resources in this area

___ Understanding their traits, feelings, motivations and actions

___ Recognizing how they're perceived by others

___ Understanding how their individual characteristics (factors such as disability, culture, language, race, sexual preference, gender identity and religion) impact their daily life

___ Understanding how their life circumstances (issues like foster care, homelessness, immigrant or refugee status, young parenting, poverty, or trauma) impact their daily life

B) Planning helps youth develop a vision for their best life

B.1 **Do you/your team/your organization help youth imagine what they want for their future?** Learn more about what it means to help youth <u>imagine what they want for their future</u>.

> **3** Yes, almost always
>
> **2** Sometimes / it depends
>
> **1** No, or rarely

Continued next page »

Learning Expectations

1	BEST LIFE

C) Planning helps youth advocate for their best life

C.1 **Do you/your team/your organization help youth develop self-advocacy skills, like speaking up for themselves and the things that are important to them?** Learn more about helping youth develop self-advocacy skills.

    3   Yes, almost always

    2   Sometimes / it depends

    1   No, or rarely

C.2 **Rate the level of support you/your team/your organization provides youth in learning and development for each of the following self-advocacy topics. Use the rating scale provided.**

3 = I/we **provide a lot of** support or resources in this area

2 = I/we **provide some** support or resources in this area

1 = I/we **do not provide any** support or resources in this area

___ Core advocacy concepts (knowing and speaking up for their rights, and asking for help when needed). Learn more about supporting youth in core advocacy concepts.

___ Disability awareness concepts (disability justice and disability pride). Learn more about supporting youth in disability awareness concepts.

___ Disability rights concepts (civil rights laws for people with disabilities). Learn more about supporting youth in disability rights concepts.

___ Mentoring experiences (peer mentoring, disability mentoring, group mentoring, E-mentoring, or other opportunities). Learn more about supporting youth in mentoring experiences.

___ Leadership experiences through their school or a student organization, or other opportunities. Learn more about supporting youth in leadership experiences.

Continued next page »

Learning Expectations

1   **BEST LIFE**

D) Planning helps youth set goals and take action for their best life

D.1   Do you/your team/your organization help youth establish goals for creating a best life and identify steps to reach those goals?

> **3**   Yes, almost always
>
> **2**   Sometimes / it depends
>
> **1**   No, or rarely

See the Part 3: Shared Practices Assessment (PDF) for more questions and resources about planning processes.

Continued next page »

Learning Expectations

BEST LIFE

Add together the numbers associated with your answers for the Framework's first learning expectation and record the sum in the box to the right and in the table on . The total possible for this learning expectation is 39.

MY/OUR TOTAL:

_____ **/ 39**

What ideas do you have to support youth in creating their best life?

Things to continue/expand
(what you rated 3):

Things or ideas to improve
(what you rated as a 1 or 2):

2	IN(TER)DEPENDENT LIVING

A) Planning helps youth address topics of daily life

A.1 **Do you/your team/your organization help youth address and plan for their daily life needs?**
Learn more about helping youth address and plan for <u>daily life</u> needs.

>   **3**   Yes, almost always
>   **2**   Sometimes / it depends
>   **1**   No, or rarely

A.2 **Rate the level of support you/your team/your organization provides youth in learning and development for each of the following daily life topics. Use the rating scale provided.**

3 = I/we **provide a lot of** support or resources in this area

2 = I/we **provide some** support or resources in this area

1 = I/we **do not provide any** support or resources in this area

___ Home management tasks (maintaining a clean and safe household).
Learn more about supporting youth in <u>home management tasks</u>.

___ Nutrition and meal preparation tasks (healthy eating, buying groceries and making meals).
Learn more about supporting youth in <u>nutrition and meal preparation tasks</u>.

___ Clothing care tasks (buying clothes and doing laundry).
Learn more about supporting youth in <u>clothing care tasks</u>.

___ Appointment management tasks (scheduling and keeping track of appointments).
Learn more about supporting youth in <u>appointment management tasks</u>.

___ Mail and delivery tasks (knowing how to send mail or order packages for delivery).
Learn more about supporting youth in <u>mail and delivery tasks</u>.

___ Telephone etiquette (using the phone and sending texts).
Learn more about supporting youth in <u>telephone etiquette</u>.

___ Digital literacy (navigating the internet and social media).
Learn more about supporting youth in <u>digital literacy</u>.

Learning Expectations

2	IN(TER)DEPENDENT LIVING

B) Planning helps youth address topics of community living

B.1 **Do you/your team/your organization help youth address and plan for community living?**
Learn more about helping youth plan for <u>community living</u>.

    3   Yes, almost always

    2   Sometimes / it depends

    1   No, or rarely

B.2 **Rate the level of support you/your team/your organization provides youth in learning and development for each of the following community living topics. Use the rating scale provided.**

3 = I/we **provide a lot of** support or resources in this area

2 = I/we **provide some** support or resources in this area

1 = I/we **do not provide any** support or resources in this area

___ Home (exploring housing options and getting settled into a place to live).
Learn more about supporting youth in <u>home</u> topics.

___ Transportation (learning how to get around the community).
Learn more about supporting youth in <u>transportation</u> topics.

C) Planning helps youth address the topic of money and benefits

C.1 **Do you/your team/your organization help youth address and make plans around money?**
Learn more about helping youth address and make plans for <u>money</u>.

    3   Yes, almost always

    2   Sometimes / it depends

    1   No, or rarely

Continued next page »

2	IN(TER)DEPENDENT LIVING

C.2 **Rate the level of support you/your team/your organization provides youth in learning and development for each of the following money topics. Use the rating scale provided.**

3 = I/we **provide a lot of** support or resources in this area

2 = I/we **provide some** support or resources in this area

1 = I/we **do not provide any** support or resources in this area

___ Income sources (thinking through and planning income sources, including work and benefits).
Learn more about supporting youth in income sources topics.

___ Money management (making a budget and handling accounts).
Learn more about supporting youth in money management topics.

D) Planning helps youth address the topic of healthy living

D.1 **Do you/your team/your organization help youth address healthy living?**
Learn more about helping youth address healthy living.

3 Yes, almost always

2 Sometimes / it depends

1 No, or rarely

D.2 **Rate the level of support you/your team/your organization provides youth in learning and development for each of the following healthy living topics. Use the rating scale provided.**

3 = I/we **provide a lot of** support or resources in this area

2 = I/we **provide some** support or resources in this area

1 = I/we **do not provide any** support or resources in this area

___ Well-being (managing mental and physical health).
Learn more about supporting youth in well-being topics.

___ Health care benefits (accessing and managing benefits).
Learn more about supporting youth in health care benefits topics.

___ Relationships and sexuality (creating and maintaining healthy, meaningful, and loving relationships).
Learn more about supporting youth in relationships and sexuality topics.

___ Parenting skills (building skills to be a parent such as understanding parents' roles and child development).
Learn more about supporting youth in parenting skills topics.

Learning Expectations

2	IN(TER)DEPENDENT LIVING

E) Planning helps youth address the topic of safety

E.1 **Do you/your team/your organization help youth address the topic of safety, such as how to be safe at home and in the community?** Learn more about helping youth address the topic of safety.

- **3** Yes, almost always
- **2** Sometimes / it depends
- **1** No, or rarely

F) Planning helps youth address the topic of recreation

F.1 **Do you/your team/your organization help youth address the topic of recreation, such as how to pursue their personal interests?** Learn more about helping youth address the topic of recreation.

- **3** Yes, almost always
- **2** Sometimes / it depends
- **1** No, or rarely

G) Planning helps youth address topics of daily life

G.1 **Do you/your team/your organization help youth address advocacy and supports for in(ter)dependent living?** Learn more about helping youth address advocacy and supports for in(ter)dependent living.

- **3** Yes, almost always
- **2** Sometimes / it depends
- **1** No, or rarely

Continued next page »

2	IN(TER)DEPENDENT LIVING

G.2 **Rate the level of support you/your team/your organization provides youth in learning and development for each of the following topics related to advocacy and supports for in(ter)dependent living. Use the rating scale provided.**

3 = I/we **provide a lot of** support or resources in this area

2 = I/we **provide some** support or resources in this area

1 = I/we **do not provide any** support or resources in this area

___ **Self-advocacy for in(ter)dependent living (speaking up for themselves and the things that are important to them).** Learn more about supporting youth in <u>self-advocacy for in(ter)dependent living</u>.

___ **Assistive technology (devices or services that can help people with disabilities participate more independently at home, school and in the community).** Learn more about supporting youth in <u>assistive technology</u> topics.

___ **Decision making (preparing to make life decisions as independently as possible).** Learn more about supporting youth in <u>decision making</u> topics.

___ **Civic responsibility (understanding one's mandatory and voluntary responsibilities as a citizen).** Learn more about supporting youth in <u>civic responsibility</u> topics.

___ **Services and supports for in(ter)dependent living (accessing the necessary services and supports to successfully manage adult life in their community).** Learn more about supporting youth in <u>services and supports for in(ter)dependent living</u> topics.

Learning Expectations

IN(TER)DEPENDENT LIVING

MY/OUR TOTAL:

_____ / 81

Add together the numbers associated with your answers for the Framework's second learning expectation and record the sum in the box to the right and in the table on . The total possible for this learning expectation is 81.

What ideas do you have to support youth around in(ter)dependent living?

Things to continue/expand
(what you rated 3):

Things or ideas to improve
(what you rated as a 1 or 2):

Learning Expectations

3	EMPLOYMENT

A) Planning helps youth with career exploration

A.1 **Do you/your team/your organization help youth explore potential careers that match their interests and skills?** Learn more about helping youth explore potential careers.

> **3** Yes, almost always
>
> **2** Sometimes / it depends
>
> **1** No, or rarely

A.2 **Rate the level of support you/your team/your organization provides youth in learning and development for each of the following career exploration topics. Use the rating scale provided.**

3 = I/we **provide a lot of** support or resources in this area

2 = I/we **provide some** support or resources in this area

1 = I/we **do not provide any** support or resources in this area

___ **Gaining self-awareness (understanding one's strengths, interests, preferences and needs related to careers).** Learn more about supporting youth in gaining self-awareness.

___ **Exploring occupations and career possibilities (learning about, seeing and trying out various career possibilities to convey high expectations and allow youth to make informed decisions about their career paths).** Learn more about supporting youth in exploring occupations and career possibilities.

B) Planning helps youth with work-based learning experiences

B.1 **Do you/your team/your organization help youth explore work-based learning experiences that help them connect school experiences with real-life work and future career opportunities?** Learn more about helping youth explore work-based learning experiences.

> **3** Yes, almost always
>
> **2** Sometimes / it depends
>
> **1** No, or rarely

Continued next page »

Learning Expectations

3	EMPLOYMENT

C) Planning helps youth with benefits planning

C.1 **Do you/your team/your organization help youth with benefits planning so they can see how they can work and have needed benefits in their future?** Learn more about helping youth with <u>benefits planning</u>.

>**3**   Yes, almost always
>
>**2**   Sometimes / it depends
>
>**1**   No, or rarely

D) Planning helps youth with the job process

D.1 **Do you/your team/your organization help youth understand and manage the job process?** Learn more about helping youth <u>understand and manage the job process</u>.

>**3**   Yes, almost always
>
>**2**   Sometimes / it depends
>
>**1**   No, or rarely

Continued next page »

3	**EMPLOYMENT**

D.2 **Rate the level of support you/your team/your organization provides youth in learning and development for each of the following job process topics. Use the rating scale provided.**

3 = I/we **provide a lot of** support or resources in this area

2 = I/we **provide some** support or resources in this area

1 = I/we **do not provide any** support or resources in this area

_____ **Finding available jobs (learning how to find available jobs youth might enjoy through informal networks and professional resources).** Learn more about supporting youth in finding available jobs.

_____ **Developing interview skills (preparing to participate in job interviews).**
Learn more about supporting youth in developing interview skills.

_____ **Understanding the application process (learning how to complete job applications, including writing resumes, cover letters, and gathering references or other needed materials).**
Learn more about supporting youth in understanding the application process.

_____ **Understanding how to advance in a job (learning about using their skills to achieve career goals by advancing within a job or moving to a new job).** Learn more about supporting youth in understanding how to advance in a job.

_____ **Understanding how to leave a job (learning how to stay on good terms when a job is no longer a good fit, such as submitting a resignation letter explaining the reason for leaving the job).**
Learn more about supporting youth in understanding how to leave a job.

E) Planning helps youth with skills for success in employment

E.1 **Do you/your team/your organization help youth understand and build skills for employment success?**
Learn more about helping youth understand and build skills for employment success.

3 Yes, almost always

2 Sometimes / it depends

1 No, or rarely

3	EMPLOYMENT

E.2 **Rate the level of support you/your team/your organization provides youth in learning and development for each of the following employment success topics. Use the rating scale provided.**

3 = I/we **provide a lot of** support or resources in this area

2 = I/we **provide some** support or resources in this area

1 = I/we **do not provide any** support or resources in this area

___ **Understanding work ethics (including attributes such as honesty, dependability, loyalty, reliability, and willingness to follow workplace policies, procedures and rules).** Learn more about supporting youth in <u>understanding work ethics</u>.

___ **Understanding workplace grooming and dress (including appropriate hygiene and wearing attire that is appropriate for the job).** Learn more about supporting youth in <u>understanding workplace grooming and dress</u>.

___ **Building interpersonal skills (including attributes such as teamwork, listening skills, respect for self and others, and conflict resolution).** Learn more about supporting youth in <u>building interpersonal skills</u>.

___ **Building communication skills (such as writing, speaking, listening, and understanding nonverbal cues, with the use of augmentative devices as needed).** Learn more about supporting youth in <u>building communication skills</u>.

___ **Building job readiness skills (including initiative, positive attitude, ability to follow directions, and willingness to learn and ask for help when needed).** Learn more about supporting youth in <u>building job readiness skills</u>.

F) Planning helps youth with advocacy and supports for employment

F.1 **Do you/your team/your organization help youth identify and develop the supports they need to reach their employment goals?** Learn more about helping youth identify and develop the <u>supports they need to reach their employment goals</u>.

3 Yes, almost always

2 Sometimes / it depends

1 No, or rarely

3	EMPLOYMENT

F.2 **Rate the level of support you/your team/your organization provides youth in learning and development for each of the following employment advocacy and supports topics. Use the rating scale provided.**

3 = I/we **provide a lot of** support or resources in this area

2 = I/we **provide some** support or resources in this area

1 = I/we **do not provide any** support or resources in this area

____ Self-advocacy in the workplace (including speaking up for yourself, having or getting the knowledge you need to succeed, and participating in decisions that affect you). Learn more about supporting youth in <u>self-advocacy in the workplace</u> topics.

____ Disclosing a disability (understanding the pros and cons of disclosing a disability in the workplace and how best to do so). Learn more about supporting youth in <u>disclosing a disability</u>.

____ Accommodations and assistive technology (including specialized equipment, modifications to the work environment, or adjustments to work schedules or responsibilities). Learn more about supporting youth in <u>accommodations and assistive technology</u> topics.

____ Employment services and supports (including informal supports from friends, family, or community contacts, and formal supports from school or community programs). Learn more about supporting youth in <u>employment services and supports</u> topics.

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Learning Expectations

⊕ EMPLOYMENT

Add together the numbers associated with your answers for the Framework's third learning expectation and record the sum in the box to the right and in the table on <u>page 23</u>. The total possible for this learning expectation is 66.

MY/OUR TOTAL:

_____ / 66

What ideas do you have to support youth around employment?

Things to continue/expand
(what you rated 3):

Things or ideas to improve
(what you rated as a 1 or 2):

Learning Expectations

4	POSTSECONDARY EDUCATION AND TRAINING

A) Planning helps youth with exploring postsecondary options

A.1 **Do you/your team/your organization help youth explore available options for postsecondary education and training related to their career goal?** Learn more about helping youth explore options for postsecondary education and training.

> **3** Yes, almost always
>
> **2** Sometimes / it depends
>
> **1** No, or rarely

A.2 **Do you/your team/your organization help youth conduct campus visits to postsecondary education and training options related to their career goal?** Learn more about helping youth conduct campus visits.

> **3** Yes, almost always
>
> **2** Sometimes / it depends
>
> **1** No, or rarely

B) Planning helps youth with enrollment in postsecondary options

B.1 **Do you/your team/your organization help youth explore enrollment requirements for postsecondary education and training?** Learn more about helping youth explore enrollment requirements.

> **3** Yes, almost always
>
> **2** Sometimes / it depends
>
> **1** No, or rarely

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Learning Expectations

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4   **POSTSECONDARY EDUCATION AND TRAINING**

B.2   **Rate the level of support you/your team/your organization provides youth in learning and development for each of the following enrollment topics. Use the rating scale provided.**

3 = I/we **provide a lot of** support or resources in this area

2 = I/we **provide some** support or resources in this area

1 = I/we **do not provide any** support or resources in this area

___   **Enrollment requirements (understanding what is required to enroll in selected postsecondary education or training options, such as transcripts, diplomas, or test scores).** Learn more about supporting youth in <u>enrollment requirement</u> topics.

___   **Entrance exams (understanding what entrance exams are required and planning how to prepare for exams through classes, study guides, or other support).** Learn more about supporting youth in <u>entrance exam</u> topics.

___   **Applications (understanding what applications are needed for selected postsecondary education or training options and how to complete them).** Learn more about supporting youth in <u>application</u> topics.

___   **Essays and resumes (understanding what application essays or resumes are required and how to complete them).** Learn more about supporting youth in <u>essay and resume</u> topics.

C) Planning helps youth explore financial aid for postsecondary options

C.1   **Do you/your team/your organization help youth explore financial aid for postsecondary education and training?** Learn more about helping youth explore <u>financial aid</u>.

3   Yes, almost always

2   Sometimes / it depends

1   No, or rarely

D) Planning helps youth build skills for success in postsecondary education and training

D.1   **Do you/your team/your organization help youth build skills for success in postsecondary education and training?** Learn more about helping youth build <u>skills for success in postsecondary education and training</u>.

3   Yes, almost always

2   Sometimes / it depends

1   No, or rarely

Continued next page »

4	POSTSECONDARY EDUCATION AND TRAINING

D.2 **Rate the level of support you/your team/your organization provides youth in learning and development for each of the following skills for success in postsecondary education and training. Use the rating scale provided.**

3 = I/we **provide a lot of** support or resources in this area

2 = I/we **provide some** support or resources in this area

1 = I/we **do not provide any** support or resources in this area

___ Differences between high school and postsecondary education and training (including what to expect from postsecondary education and training options). Learn more about supporting youth in <u>differences between high school and postsecondary education and training</u>.

___ Practical learning strategies (including strategies to become independent and active learners and strategies for success). Learn more about supporting youth in <u>practical learning strategies</u>.

E) Planning helps youth with advocacy and supports for postsecondary education and training

E.1 **Do you/your team/your organization help youth build advocacy skills and identify needed supports for postsecondary education and training?** Learn more about helping youth <u>build advocacy skills and identify needed supports for postsecondary education and training</u>.

3 Yes, almost always

2 Sometimes / it depends

1 No, or rarely

Continued next page »

4	**POSTSECONDARY EDUCATION AND TRAINING**

E.2 **Rate the level of support you/your team/your organization provides youth in learning and development for each of the following topics around advocacy and supports for postsecondary education and training. Use the rating scale provided.**

3 = I/we **provide a lot of** support or resources in this area

2 = I/we **provide some** support or resources in this area

1 = I/we **do not provide any** support or resources in this area

___ **Self-advocacy in postsecondary education and training (including knowing and explaining their educational needs and what accommodations they have used successfully).** Learn more about supporting youth in self-advocacy in postsecondary education and training topics.

___ **Accommodations and assistive technology (including modifications or adjustments to specific tasks or the classroom environment, or use of assistive technology).** Learn more about supporting youth in accommodations and assistive technology topics.

___ **On-campus supports (including working with a disability or accessibility services office).** Learn more about supporting youth in on-campus supports topics.

___ **Rights and responsibilities (including the right to accommodations).** Learn more about supporting youth in rights and responsibilities topics.

___ **Other postsecondary education and training services and supports (understanding what services and supports will be needed and how to access them).** Learn more about supporting youth in other postsecondary education and training services and supports topics.

Continued next page »

Learning Expectations

⊕ POSTSECONDARY EDUCATION AND TRAINING

MY/OUR TOTAL:

_____ / 51

Add together the numbers associated with your answers for the Framework's fourth learning expectation and record the sum in the box to the right and in the table on page 23. The total possible for this learning expectation is 51.

What ideas do you have to support youth around postsecondary education and training?

Things to continue/expand
(what you rated 3):

Things or ideas to improve
(what you rated as a 1 or 2):

Learning Expectations

LEARNING EXPECTATIONS SUMMARY AND REFLECTION

STEP 1   **Copy your scores from each section of the assessment into the table below, then calculate your percentages** (your score ÷ total possible x 100 = your percentage).

LEARNING EXPECTATION	MY/OUR SCORE	RESOURCES
1 **Best life**	/ 39 %	• Learning expectation #1 • Support youth: My best life
2 **In(ter)dependent living**	/ 81 %	• Learning expectation #2 • Support youth: In(ter)dependent living
3 **Employment**	/ 66 %	• Learning expectation #3 • Support youth: Employment
4 **Postsecondary education and training**	/ 51 %	• Learning expectation #4 • Support youth: Postsecondary education and training

Learning Expectations

LEARNING EXPECTATIONS SUMMARY AND REFLECTION *(continued)*

STEP 2   Review and discuss/think about your scores for each learning expectation from the previous page.

Which of the four learning expectations
did we/I score highest on? List them below.

Which of the four learning expectations
did we/I score lowest on? List them below.

STEP 3   Based on your lists in step 2, note your ideas for things to continue and things to improve:

Things to continue/expand in our/my work:

Things to improve in our/my work:

STEP 4   Review the resources linked on the previous page, and in the assessment questions, to learn how to improve on the learning expectation(s) you've chosen as your focus, and jot down ideas on how to improve your work.

Considerations for how to improve our/my work:

LEARN MORE: Visit the online Youth in Transition Toolkit to find resources and practical hands-on tools to educate yourself, engage families, and support youth at disabilityhubmn.org/YIT-toolkit