

Building Your Local Transition Planning Team

A tool to help you and your organization build a collaborative, cross-agency transition planning team



Welcome to the Building Your Local Transition Planning Team activity

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 by aligning your work to Minnesota's Youth in Transition Framework.

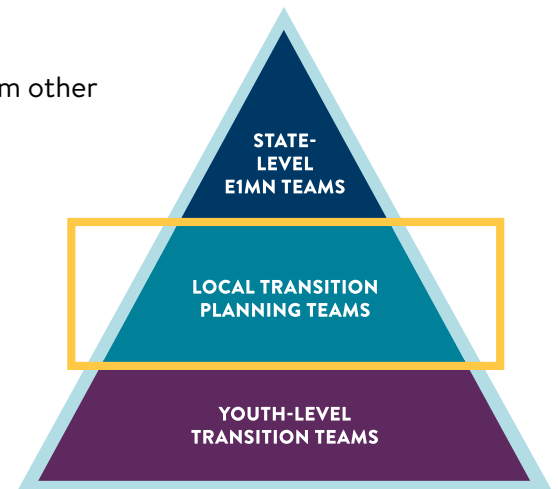
The Framework's second shared practice is "Collaborative partnerships". Collaborative partnerships and teams support efficient and effective work by professionals, a more streamlined process for families, and better outcomes for youth. This activity assists in ensuring that:

- 1) All needed people are identified and are participating as a local transition planning team, and
- 2) All team members understand the roles and services for school districts/charter schools, Vocational Rehabilitation Services (VRS), State Services for the Blind (SSB), and waiver programs.

How Local Transition Planning Teams fit into the bigger picture of transition planning

Local transition planning teams consist of representatives from a given school district or charter school and the representatives from other agencies that school staff regularly collaborate with ([see page 2](#)). These teams support collaboration and shared practices among professionals at the local level.

Other levels of cross-agency teams that support work with youth in transition in Minnesota include the state-level [E1MN Youth Partnership](#), and [youth-level transition teams](#) which support individual youth and their families.



Building Your Local Transition Planning Team

1

IDENTIFY YOUR LOCAL TRANSITION PLANNING TEAM MEMBERS

Get started

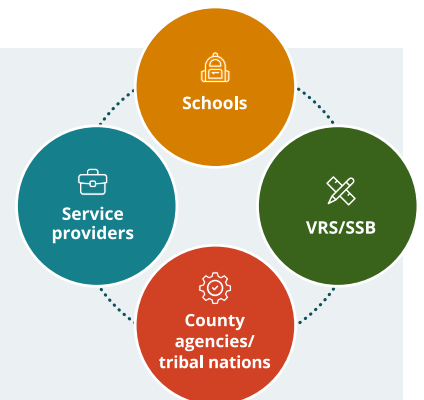
School districts and/or schools are encouraged to initiate the process of developing a local transition planning team. Use the chart on the next two pages to identify and record the possible members.

If you don't know a person in a certain role in your area, use the resources listed in the chart to identify and reach out to them. Choose one or two main contact people who will be responsible for organizing and facilitating team meetings.



A LOCAL TRANSITION PLANNING TEAM CONSISTS OF:

- **Representatives from a given school district or charter school**
(Administrators, IEP case managers, work coordinators, school counselors, social workers, school nurses, 504 coordinators, or other staff),
- and
- **Representatives from other agencies school staff must regularly collaborate with, including:**
 - VRS / SSB offices (*Pre-ETS Representatives and VR Counselors*)
 - County and tribal nations (*waiver case managers and lead agency employment liaisons*)
 - Other organizations (*such as service providers*)



Team building

After the team is identified, review the tips and checklists on pages 5-7 together to confirm and build your team's foundational knowledge and establish effective team collaboration practices.

My Local Transition Planning Team

Page 1 of 2



TEAM ROLE	NAME	ROLE OR JOB TITLE	EMAIL ADDRESS	PHONE
Main contact person				
Additional contact person (optional)				
School staff				
School staff				
School staff				
School staff				
Pre-ETS representative*				
VR counselor*				
SSB contact**				

*Find the VRS staff that serve your city/district/school

**Locate your local SSB office/contact

My Local Transition Planning Team

Page 2 of 2



TEAM ROLE	NAME	ROLE OR JOB TITLE	EMAIL ADDRESS	PHONE
Waiver case manager*				
Waiver case manager*				
Lead agency employment liaison**				
Service provider				
Service provider				
Service provider				
Other:				
Other:				
Other:				

*Find your county's human services office/waiver case manager(s)

**Find the Lead Agency Employment Liaison for your county

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2

UNDERSTAND MINNESOTA'S YOUTH IN TRANSITION FRAMEWORK

It is important that all members of a local transition planning team understand the elements and purposes of [Minnesota's Youth in Transition Framework](#).

Ensure everyone on the team understands why Minnesota's Youth in Transition Framework was developed and the anticipated outcomes.

Ensure everyone on the team understands the three key elements (guiding principles, learning expectations and shared practices) that make up Minnesota's Youth in Transition Framework.

Ensure everyone on the team understands the improved youth outcomes all transition professionals in Minnesota are working toward.



To measure your team's progress in aligning your work to the Framework, check out [Minnesota's Youth in Transition Framework Assessment](#).

3

UNDERSTAND ROLES AND SERVICES

It is important that all members of a local transition planning team understand the role of school, VRS, SSB, and waiver case managers in serving students with disabilities and the services that are available from each agency.

Ensure all members of the team know what each team member does in the youth planning process. If needed, review and discuss [this information on roles](#).

Ensure all members of the team know what VRS services are available to youth with disabilities. If needed, review and discuss [this information on VRS services](#).

Ensure all members of the team know what SSB services are available to youth who are blind, low vision, or DeafBlind. If needed, review and discuss [this information on SSB services](#).

Ensure all members of the team know what Medical Assistance (MA) Home and Community-Based waiver services are available to youth with disabilities. If needed, review and discuss [this information on waiver services](#).

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4

LOCAL TRANSITION PLANNING TEAM PRACTICES

It is important for each local transition planning team to have practices in place that support team collaboration. Your team should meet regularly (e.g. monthly) to discuss transition service coordination in your school district or charter school and work on strategies for improving transition services for youth.

Make efforts to meet and talk with everyone within your local transition planning team.

Discuss personal communication and work styles and preferences with each other.

Discuss ways of managing potential differences and/or conflicts.

Discuss and set a schedule for regular team meetings.

Discuss anything else that the team would like to talk through.

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ACTIVITY SUMMARY AND REFLECTION

Are there any team building topics that need more attention from your team? How might you and your team explore or discuss these topics further?