



Part 1: Guiding Principles

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.

The Guiding Principles assessment is the first of three parts of Minnesota's Youth in Transition Framework Assessment. It allows you/your team/your organization to rate progress on integration of the Framework's [guiding principles](#) into your work supporting youth. The Framework's six guiding principles are the beliefs that serve as the foundation for what we do and how we do it.



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 2: Learning Expectations](#)



[PART 3: Shared Practices](#)



Guiding Principles

The Framework's six guiding principles are:

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

1

THE YOUTH IS AT THE CENTER OF TRANSITION PLANNING

A) Is planning student-driven?

A.1 Do you/your team/your organization encourage and support each youth to participate in planning for meetings, playing an active role during meetings, and leading meetings when possible? Meetings mean gatherings to plan for IEPs, 504 plans, employment plans, and waiver support plans.

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

A.2 When communicating with a youth and their guardian(s), do you/your team/your organization speak directly to the youth rather than speaking only to their guardian(s)?

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

A.3 When students can't express their full thoughts using speech, do you/your team/your organization work with them to identify other strategies you can use to understand their goals, preferences and priorities?

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

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Guiding Principles

1**THE YOUTH IS AT THE CENTER OF TRANSITION PLANNING** *(continued)*

A.4 Do you/your team/your organization ensure that all students, regardless of their specific abilities and contexts, are engaged in creating their own transition plan(s) and that the plan(s) reflects the student's goals, preferences, and priorities?

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

B) Does planning allow for choice and determination?

B.1 Do you/your team/your organization support youth to build self-awareness, know their rights, understand their options, make informed choices, and advocate for what they want?

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

C) Does planning consider youth's interests, strengths and abilities?

C.1 Do you/your team/your organization help youth discover and document their unique skills and abilities?

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

C.2 Once a youth's strengths are known, do you/your team/your organization ensure that their support plan(s) document how they will be supported to build on those strengths?

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

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Guiding Principles

1**THE YOUTH IS AT THE CENTER OF TRANSITION PLANNING** *(continued)*

C.3 Do you/your team/your organization ensure that each youth receives all the support documented in their support plan(s) for building on their strengths?

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

C.4 Do you/your team/your organization set a positive culture that elevates a youth's potential by focusing on strengths rather than deficits? For example, blending discussion about learning and improvement with how the youth can use their strengths to do so, providing sufficient time for exploration of how to use strengths, etc.

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

D) Does planning consider community inclusion?

D.1 Do you/your team/your organization help youth and families to envision and build lives where they are fully included in their communities?

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

D.2 Do you/your team/your organization ask youth and families about their preferences in how to work together? For example, asking about preferences around how or when to communicate, how much advance notice to provide, whether to provide materials in advance, etc.?

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

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Guiding Principles

1**THE YOUTH IS AT THE CENTER OF TRANSITION PLANNING** *(continued)*

D.3 Are the services you provide designed to be as accessible as possible for the youth and families you work with? For example, using plain language during meetings so that everyone can understand what you're saying, ensuring all communications are translated into needed languages, and asking about any other needs for accessibility.

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

D.4 Do the services you provide take place in the most integrated environments?

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

E) Are individualized services and supports available to meet a youth's particular needs?

E.1 Do you/your team/your organization help youth and their families identify effective supports and services that will help them live, learn, work, and participate in the ways they want?

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

E.2 If there are limitations in services available, do you/your team/your organization work to find appropriate alternatives to meet the youth's needs?

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

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Guiding Principles

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THE YOUTH IS AT THE CENTER OF TRANSITION PLANNING

Add together the numbers associated with your answers for the Framework’s first guiding principle and record the sum in the box to the right and in the table on page 19. The total possible for this principle is 45.

MY/OUR
TOTAL:

/ 45

What ideas do you have to support youth to be at the center of transition planning?

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

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



Guiding Principles

2

FAMILIES PLAY A KEY ROLE IN SUCCESSFUL TRANSITION OUTCOMES

A) Do you/your team/your organization consciously engage and communicate with families as valued and essential partners throughout the process of developing and carrying out transition plans? Learn more about what it means to engage and communicate with families as partners.

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

B) Do you/your team/your organization educate families about what transition planning is and how they can be actively involved? Learn more about what it means to educate families about what transition planning is.

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

C) Do you/your team/your organization engage families to discover their dreams and concerns for their youth's future and to envision what a good life looks like for their youth? Learn more about what it means to help families envision what a good life looks like for their youth.

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

D) Do you help families see that failure is an option that provides opportunities to learn and grow? Learn more about what it means to help families see failure is an option to learn and grow.

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

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2

FAMILIES PLAY A KEY ROLE IN SUCCESSFUL TRANSITION OUTCOMES *(continued)*

E) Do you/your team/your organization help families understand alternatives to guardianship (like supported decision making) so the youth's individual rights are maintained whenever possible? Learn more about what it means to help families understand alternatives to guardianship.

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

F) Do you/your team/your organization help families plan creative ways to support the life their youth wants to live, looking beyond formal supports and leveraging informal supports (such as community relationships and technology)?

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

G) Do you/your team/your organization help families understand and address concerns like safety, decision-making and public benefits? Learn more about what it means to help families understand and address concerns such as safety, decision-making and public benefits.

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

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FAMILIES PLAY A KEY ROLE IN SUCCESSFUL TRANSITION OUTCOMES

Add together the numbers associated with your answers for the Framework’s second guiding principle and record the sum in the box to the right and in the table on page 19. The total possible for this principle is 21.

MY/OUR
TOTAL:

/ 21

What ideas do you have to improve how you are supporting and engaging families?

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

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



Guiding Principles

3

TRANSITION PLANNING SHOULD START EARLY IN A YOUTH'S LIFE

A) Do you/your team/your organization work to incorporate the concept of planning for adulthood into each stage of a child's life, aligning efforts across programs and grade levels?

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

B) Do you/your team/your organization encourage and support families to infuse the concept of planning for adulthood into each stage of a child's life? Learn more about what it means to support families in planning for adulthood during each stage of a child's life.

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

C) Do you/your team/your organization work with students from as young an age as possible to explore their interests and strengths?

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

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Guiding Principles

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TRANSITION PLANNING SHOULD START EARLY IN A YOUTH'S LIFE

Add together the numbers associated with your answers for the Framework's third guiding principle and record the sum in the box to the right and in the table on [page 19](#). The total possible for this principle is 9.

MY/OUR
TOTAL:

/ 9

What ideas do you have to incorporate transition planning early in a youth's life?

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

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



Guiding Principles

4**HIGH EXPECTATIONS MATTER**

A) Are you/your team/your organization aware of your own thinking/expectations of youth, taking care to not make assumptions that place limitations on a youth's possibilities for the future?

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

B) Do you/your team/your organization lead with a spirit of optimism and a focus on the possibilities, helping youth and their families see what can be achieved with the appropriate opportunities and supports?

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

C) Do you/your team/your organization communicate and model high expectations for the youth you support, and help families to do the same? Learn more about what it means to communicate and model high expectations.

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

D) Do you/your team/your organization ensure that all youth and their families understand what competitive integrated employment is and how it is attainable within their community? Learn more about how to help youth and families understand what competitive integrated employment is.

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

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HIGH EXPECTATIONS MATTER

Add together the numbers associated with your answers for the Framework’s fourth guiding principle and record the sum in the box to the right and in the table on page 19. The total possible for this principle is 12.

MY/OUR
TOTAL:

/ 12

What ideas do you have to encourage and model high expectations?

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

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

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Guiding Principles

5

STRONG PARTNERSHIPS SUPPORT A SMOOTHER TRANSITION TO ADULTHOOD

A) Do you/your team/your organization ensure that each youth's support team includes all needed members, such as: the youth, their family, school staff, VRS/SSB staff, Lead Agency staff, service providers, and others, as needed?

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

B) Do you/your team/your organization ensure you always know who you can reach out to for various needed services and supports, whether at the school, VRS/SSB, the Lead Agency, or a service provider organization?

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

C) Do you/your team/your organization ensure that, for each youth you work with, everyone on the team (the youth, their family, and all professionals across the different organizations and agencies) understands everyone else's role and what they can bring? Learn more about the roles of everyone a youth's transition team.

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

D) Do you/your team/your organization ensure that all team members are present and participating in meetings to support coordination in working with each youth?

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

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Guiding Principles

5**STRONG PARTNERSHIPS SUPPORT A SMOOTHER TRANSITION TO ADULTHOOD** *(continued)*

E) Do you/your team/your organization look for ways to coordinate and align services and supports?

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

F) Do you/your team/your organization identify and address gaps in services in your area?

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

G) Do you/your team/your organization use and share learning, best practices and resources?

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

STRONG PARTNERSHIPS SUPPORT A SMOOTHER TRANSITION TO ADULthood

Add together the numbers associated with your answers for the Framework’s fifth guiding principle and record the sum in the box to the right and in the table on page 19. The total possible for this principle is 21.

MY/OUR
TOTAL:

/ 21

What ideas do you have to develop stronger partnerships?

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

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



Guiding Principles

6**SUCCESS IS MEASURED BY IMPROVED YOUTH OUTCOMES**

A) Do you/your team/your organization know where/how to access student outcome data reflecting educational and employment outcomes for students with disabilities?

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

B) Do you/your team/your organization regularly analyze data relevant to you/your team (regional, district, school and individual student level) to continually improve and adapt efforts?

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

C) Do you/your team/your organization compare student outcome data by subcategories including race to identify and respond to any disparities in outcomes?

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

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Guiding Principles

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SUCCESS IS MEASURED BY IMPROVED YOUTH OUTCOMES

Add together the numbers associated with your answers for the Framework’s sixth guiding principle and record the sum in the box to the right and in the table on page 19. The total possible for this principle is 9.

MY/OUR
TOTAL:

/ 9

What ideas do you have to use data and evidence-based practices to inform your work and improve youth outcomes?

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

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



Guiding Principles

GUIDING PRINCIPLES 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).

PRINCIPLE	MY/OUR SCORE	RESOURCES
1 The youth is at the center of transition planning	<div>/ 45</div> <div>%</div>	<ul style="list-style-type: none"> • Guiding principle #1 • Core principles of person-centered planning • Support youth
2 Families play a key role in successful transition outcomes	<div>/ 21</div> <div>%</div>	<ul style="list-style-type: none"> • Guiding principle #2 • Engage families
3 Transition planning should start early in a youth's life	<div>/ 9</div> <div>%</div>	<ul style="list-style-type: none"> • Guiding principle #3 • Transition/Pre-ETS Inventory (PDF) • Charting the LifeCourse early childhood guide (PDF) • Charting the LifeCourse school age guide (PDF)
4 High expectations matter	<div>/ 12</div> <div>%</div>	<ul style="list-style-type: none"> • Guiding principle #4 • Topic-based and individual transition stories
5 Strong partnerships support a smoother transition to adulthood	<div>/ 21</div> <div>%</div>	<ul style="list-style-type: none"> • Guiding principle #5 • Youth planning process • Roles
6 Success is measured by improved youth outcomes	<div>/ 9</div> <div>%</div>	<ul style="list-style-type: none"> • Guiding principle #6 • E1MN Youth Outcomes Dashboard • Minnesota Statewide Longitudinal Education Data System (SLEDs) • Reviewing Youth Outcome Data activity



Guiding Principles

GUIDING PRINCIPLES SUMMARY AND REFLECTION *(continued)*

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

Which of the six guiding principles did we/I score highest on? List them below.

Which of the six guiding principles 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 guiding principle(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