



Charting the Cs
Conference 2025:
*To Literacy and
Beyond*

Cooperation
Communication
Collaboration

Linking Literacy to the MN Transition Framework

Presentation Date: April 2025

Presenter Name: Dr. Kayleen Taffe, Reading Specialist

Presenter Name: Amanda Peters, Instructional Technology Coach

Agenda

- Literacy screening protocols for students transition aged
- Intervention classes and progress monitoring at the transition level
- Tying literacy to the Minnesota Transition Framework
- Creating a scope and sequence for your transition curriculum based on the MN Transition Framework
- Assistive Technology and Artificial Intelligence Tools to assist with literacy activities in the transition curriculum

Screening Protocols

- Fastbridge is our screening tool
- Most students take the aReading
 - K-2 take the earlyReading
 - 4-12+ take early reading under these “no” conditions
 - Knowing most of the letters most of the time
 - Engaging actively during shared reading
 - Having a means of communication and interaction
 - Understanding that writing involves letters and words

Intervention Classes

- Students are encouraged to enroll in reading intervention class if
 - they are below expectations in aReading and their fluency scores is low
 - they take the earlyReading
- Reading intervention is determined by the diagnostic assessment: curricula being used
 - Readtopia/Go
 - Sonday
 - Rewards

Progress Monitoring

Students are using Fastbridge for weekly progress monitoring. Depending on the diagnostic information most progress monitoring is on fluency.

MN Transition Framework

Minnesota's transition framework defines high-quality transition planning and programming for youth with disabilities and those who support them.



The Framework was created through collaboration of:

- Minnesota Department of Human Services
- Minnesota Department of Education
- Minnesota Department of Employment and Economic Development



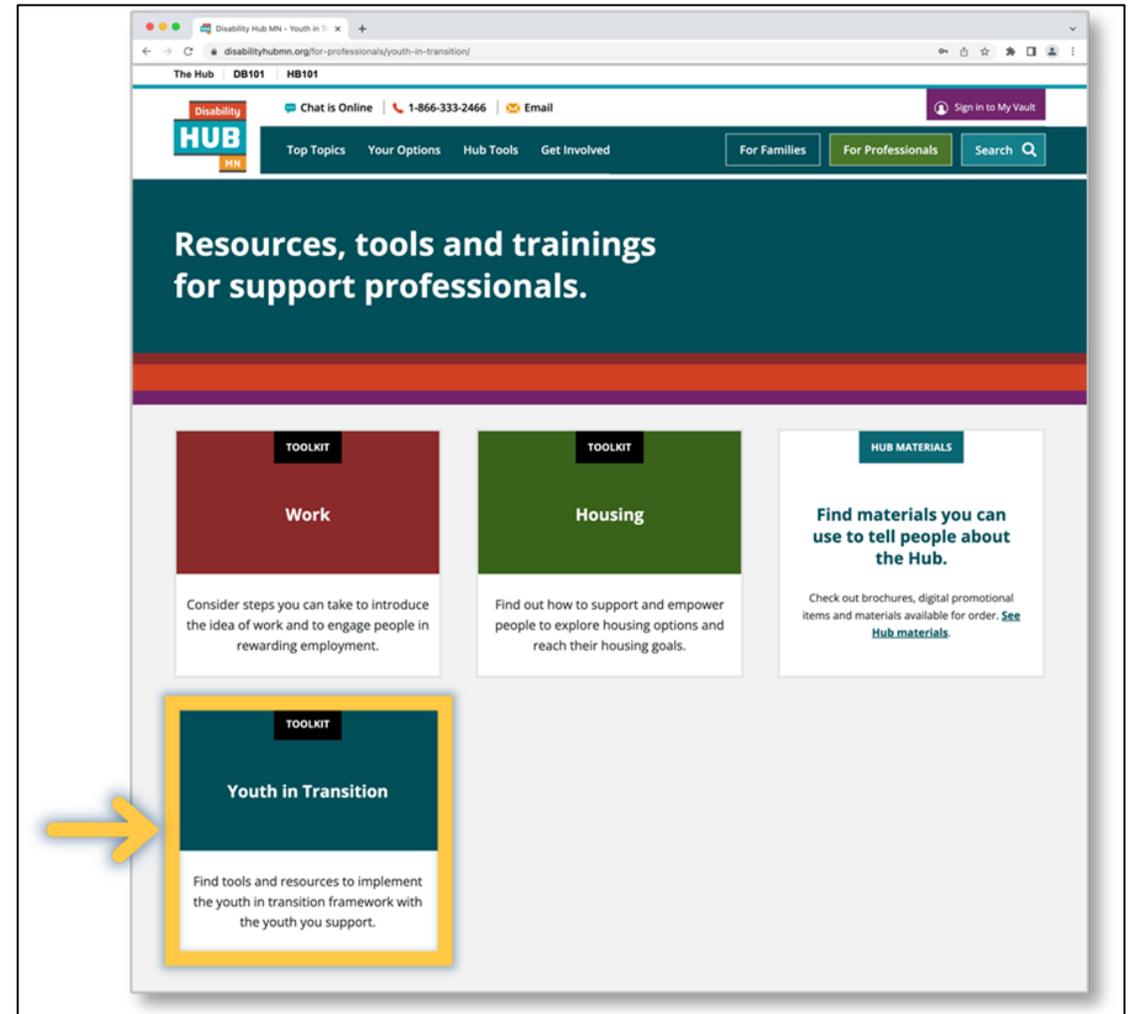
Minnesota's Transition Framework features three key elements:

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



Youth in Transition Toolkit

The [Youth in Transition toolkit \(disabilityhubmn.org\)](https://disabilityhubmn.org) helps professionals implement Minnesota's Transition Framework.



Identify Pre-Employment Transition Services (Pre-ETS) Strengths and Needs

Use the Transition (Pre-ETS) Inventory with the youth's team to:

- Identify and prioritize the youth's strengths and needs
- Identify youth's learning stage(s) within each of the transition/Pre-ETS topics

YOUTH IN TRANSITION

Transition/Pre-ETS Inventory

YOUTH NAME: _____ SCHOOL YEAR: _____ SUPPORT TEAM MEMBERS PRESENT: _____

E1 MN
YOUTH

INSTRUCTIONS: Use this inventory with a youth, their family, and support team members to identify which learning stage or stages a youth is at within each transition/Pre-Employment Transition Services (Pre-ETS) topic. The learning stages are defined as:

- **Awareness:** Understands the topic
- **Exploration:** Discovers strengths, preferences, interests, and needs related to the topic
- **Preparation:** Practices skills, makes decisions, and gets ready for success within the topic
- **Implementation:** Utilizes skills within the topic

From there, decide which topics will be prioritized this school year. The notes section can be used to give other detail on strengths and needs and who from the team will take the lead on implementing services related to the topics that will be prioritized this year.

PRE-ETS KEY:

For each learning concept below the corresponding VRS:	ISA	Instruction in Self-Advocacy
SSB: Pre-Employment Transition Service (Pre-ETS) is indicated.	WBT	Workforce Readiness Training
	JEC	Job Exploration Counseling
	WBLE	Work-Based Learning Experiences
	PEC	Postsecondary Education Counseling

1 My Best Life

Learning topics and expectations:	Awareness	Exploration	Preparation	Postsecondary	Postsecondary Year	Notes:
SA1: AWARENESS (Pre-ETS) SA1 Does the youth understand their traits, feelings, motivations and actions, as well as recognize how they're perceived by others? Self-awareness is about understanding how individuality and life circumstances impact daily living. Individuality covers factors such as disability, culture, language, race, sex, self-identification, gender identity and religion. Circumstances may include issues such as foster care, homelessness, immigrant or refugee status, young parenting, poverty, or trauma.	<input type="checkbox"/>					

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Slides 5-9 courtesy of:

Heather Kosec, Youth Services Manager, heather.kosec@state.mn.us

Alyssa Klein, Youth Services Coordinator, alyssa.klein@state.mn.us



Modified the Transition Pre-ETS Survey

- Made it a Google Sheet so people can collaborate
- Added a literacy question

Converted the Transition Pre-ETS Survey into a Scope and Sequence for Transition Curriculum

- Now when a need is identified on the Pre- ETS Survey, staff can find the curriculum to meet that need
- We assigned grade levels for when curriculum would be covered
- Transition Curriculum/Activities added came from
 - MCIS
 - MN Disability Hub (Youth in Transition Toolkit)
 - Project Discovery
 - Transition Curriculum
 - Eventually we want to add lessons our staff have created themselves

Help Yourself to a Copy of the Inventory and Scope and Sequence

- [917 Version of the Student Pre-ETS Survey in Google Sheet format](#)
- [Transition Scope and Sequence Template based on the MN Transition Framework](#)

Assistive Technology and Artificial Intelligence Tools to Assist with Literacy Tasks in the Transition Curriculum

- CPen Reader Pens
- Snap&Read iPad app - when students need forms read and they need to type on them
- Seeing AI iPad app when students just need to hear text (or currency read) - Google Lookout app is an Android option for students using Android phones
- Bookshare, including for students taking CTE classes
- Text Leveler tools in Brisk, MagicSchool AI, IEP CoPilot
- Text translator tools in Brisk and MagicSchool AI
- Text generator tools in Brisk and MagicSchool AI - for text at a specific reading level about a specific transition topic



Thank you!

Dr. Kayleen Taffe

kayleen.taffe@isd917.org

Amanda Peters

amanda.peters@isd917.org