



# Supporting Youth Transitions: Exploring the MN Transition Framework and Person-Centered Practices

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

April 30, 2025

Presented by: Dana Page, Ph.D. and Sarah Robinson

Cooperation  
Communication  
Collaboration

# Ten Minnesota Commitments to Equity

1. **\*Prioritize equity.**
2. Start from within.
3. **\*Measure what matters.**
4. Go local.
5. Follow the money.
6. **\*Start early.**
7. Monitor implementation of standards.
8. **\*Value people.**
9. Improve conditions for learning.
10. **\*Give students options.**

# Today's Agenda

- Introductions
- MN Youth in Transition Framework and Toolkit
- Person-Centered Practices – Charting the LifeCourse
- My Vault
- Q&A

# Meet Today's Specialists



LIFECOURSE PROFILE PAGE



**NAME:** Dana Page, Ph.D. - Interagency Coordination Specialist **DATE:** \_\_\_\_\_

**WHAT PEOPLE LIKE AND ADMIRE ABOUT ME:**

drive/ambition  
 authenticity  
 ability to make connections  
 tenacity with getting things done  
 boldness in addressing DEI issues particularly in regards to Black children, youth, families  
 keep myself and others accountable

**WHAT'S IMPORTANT TO ME:**

my faith - God is good  
 my daughter Denise  
 direct and clear communication - "Say what you mean and mean what you say"  
 collaboration and follow through - ACTION  
 constant learning- reading, writing, seminars, webinars  
 weight lifting- I like feeling/being strong  
 balance and self care

**HOW TO BEST SUPPORT ME:**

direct and clear communication- "MN Nice" ain't it  
 provide feedback  
 challenge me  
 ask... don't assume

1-866-333-2466 [disabilityhubmn.org](http://disabilityhubmn.org)  
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## SARAH ROBINSON

**WHAT OTHERS LIKE AND ADMIRE ABOUT SARAH:**

- \*KIND
- \*SUPPORTIVE
- \*RELIABLE
- \*ENTHUSIASTIC!

**HOW YOU CAN BEST SUPPORT SARAH:**

- \*TIME TO PROCESS INFORMATION
- \*VISUALS ARE SUPER HELPFUL!
- \*PATIENCE- SOMETIMES MY BRAIN THINKS A LITTLE DIFFERENTLY AND THIS CAN BE FRUSTRATING FOR SOME PEOPLE!

**MY MOTTO**

Sprinkle kindness around like confetti!

**WHAT IS MOST IMPORTANT TO SARAH:**

- \*MY FAMILY
- \*MY PETS
- \*GROWING AND LEARNING EVERY DAY
- \*DOING GOOD AND BEING GOOD
- \*BEING GIVEN THE SPACE TO BE MY AUTHENTIC SELF



My FAMILY  
Logan, mom, Gus



Wendy



Yoda

# Minnesota's Youth in Transition Framework



# What is the MN Youth in Transition Framework?

## Minnesota's Youth in Transition (YiT)

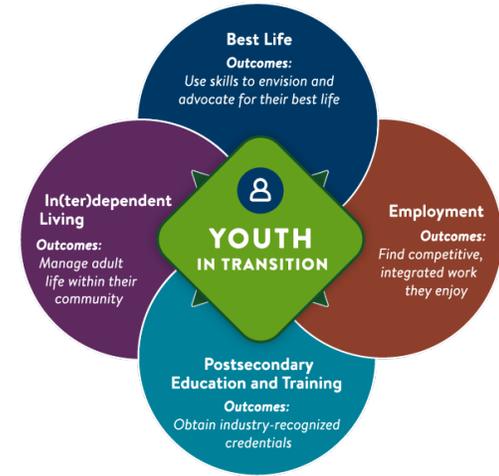
**Framework** defines quality transition planning, empowering professionals, students, and families across the state to work together toward the same outcomes for youth.

Developed by [E1MN](#) and transition leaders statewide.



# Improved Youth Outcomes

The Framework defines the improved youth outcomes all transition professionals in Minnesota are working toward.



- **Best Life**  
Youth use self-determination and leadership skills to envision and advocate for their best life.
- **In(ter)dependent Living**  
Youth successfully manage in(ter)dependent adult life within their community.
- **Employment**  
Youth find competitive, integrated work they enjoy.
- **Postsecondary Education and Training**  
Youth access postsecondary education and training options and obtain industry-recognized credentials.

# Three Key Elements of the YiT

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

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



# Key Element 1: Guiding Principles

The **guiding principles** are the beliefs that guide decisions at the system, agency and professional level and 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



# Key Element 2: Learning Expectations

**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.

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



# Key Element 3: Shared Practices

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

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



# All Transition Services Align to a Pre-ETS Category

[Click here for this desk aid](#)

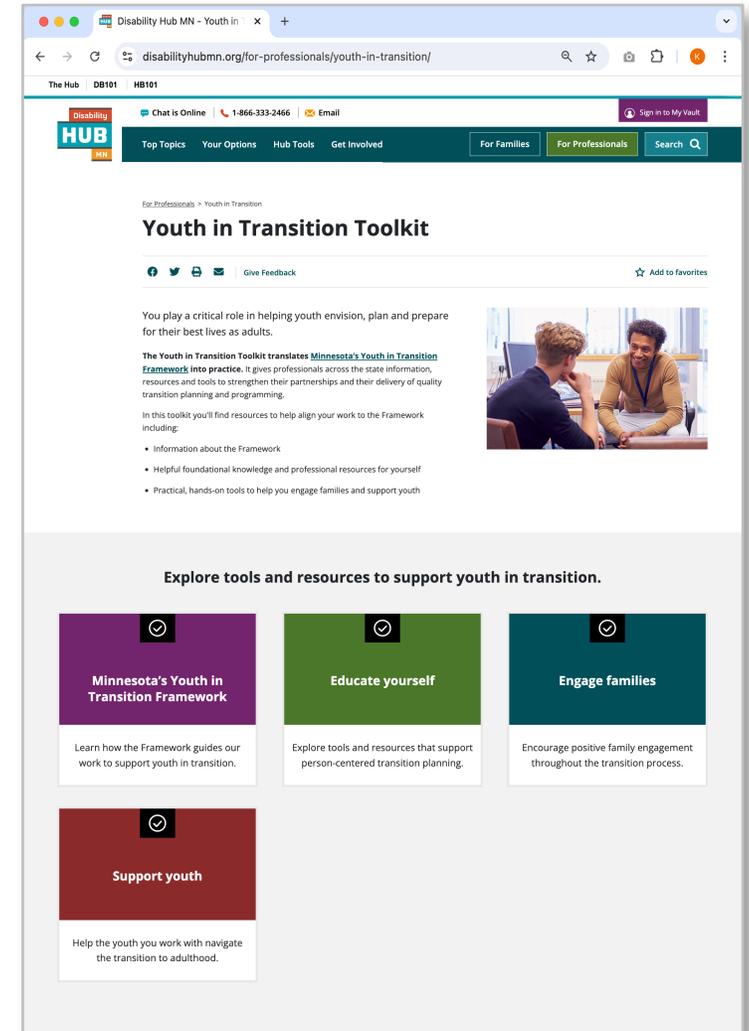
Definitions of Pre-Employment Transition Services (Pre-ETS)				
Job Exploration Counseling	Work-Based Learning Experience	Postsecondary Education Counseling	Workplace Readiness Training	Instruction in Self-Advocacy
<p><b>Work with students to explore:</b></p> <ul style="list-style-type: none"> <li>• 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

- [Disability Hub website](#)
- [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

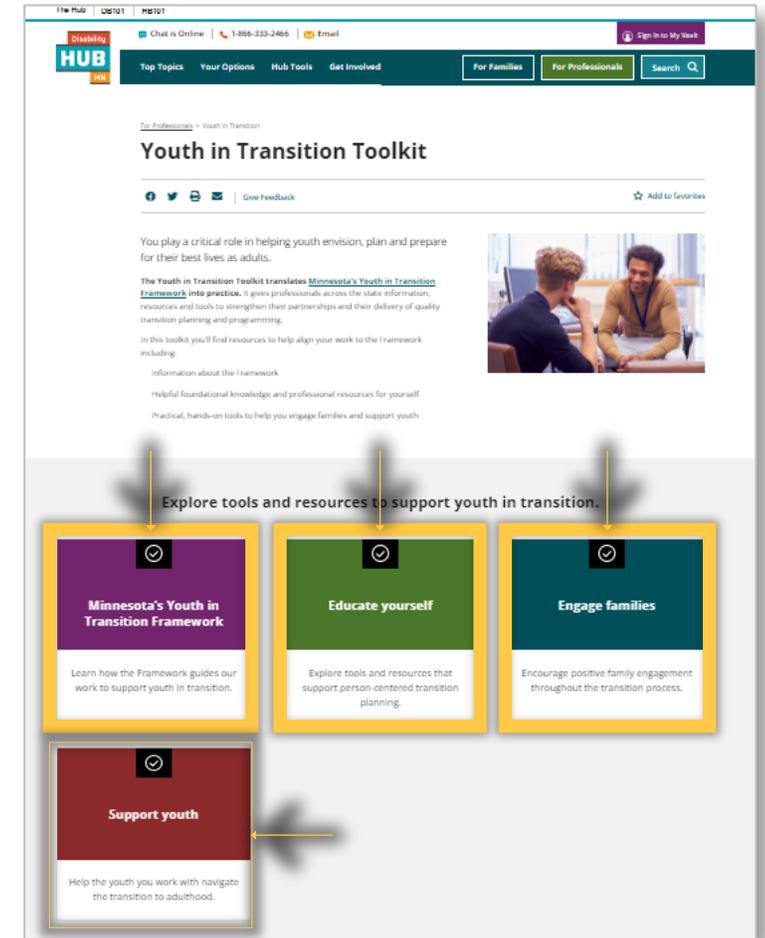
## Disability Hub, cont.

- [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 aka Tab 4 (a great place to start!)
- Get resources to activate themselves and their teams

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](#)  
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 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.

# 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 website interface for the Youth in Transition Toolkit. At the top, there is a navigation bar with the HUB logo, contact information (Chat is Online, 1-866-333-2466, Email), and a sign-in button. Below the navigation bar, there are tabs for 'Top Topics', 'Your Options', 'Hub Tools', and 'Get Involved', along with buttons for 'For Families', 'For Professionals', and a search icon. The main content area is titled 'Educate yourself' and includes a breadcrumb trail: 'For Professionals > Youth in Transition Toolkit > Educate yourself'. The page features a list of five numbered items, each with a title and a brief description:

- 1 The youth planning process**  
Use this shared practice of Minnesota's Youth in Transition Framework to support consistent and effective interagency transition planning with youth.
- 2 The basics**  
Learn about the basic policies, services and roles that drive transition planning.
- 3 Professional resources**  
Explore guides, trainings and other resources to help you best support youth in transition.
- 4 Hands-on tools**  
Find stories and tools to use and share with youth and their families.
- 5 E1MN partnership**  
Learn more about structures to help strengthen inter-agency coordination.

At the bottom of the page, there are navigation links: « Previous: Minnesota's Youth in Transition Framework | 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).

[Transition/Pre-ETS Inventory.](#)

# Core assessment for professionals: Minnesota's Youth in Transition Framework Assessment

Allows professionals to measure their progress in aligning their work to the Framework and set goals.

*\*New version came out March 2025!*

## Framework Assessment

The screenshot shows the cover page of the 'Minnesota's Youth in Transition Framework Assessment'. At the top, the title is followed by the subtitle 'A tool to help transition professionals measure progress and set goals'. Below this is a paragraph of introductory text and a circular diagram. The diagram has 'YOUTH in Transition' at its center, surrounded by four quadrants: 'LEARNING EXPECTATIONS' (top), 'SHARED PRACTICES' (right), 'GUIDING PRINCIPLES' (left), and 'TRANSITIONAL Education and Training' (bottom). Each quadrant contains specific sub-topics. Below the diagram is an 'Instructions' section that outlines the assessment's structure and provides a table of contents for the three main sections: Guiding Principles, Learning Expectations, and Shared Practices.

**Minnesota's Youth in Transition Framework Assessment**  
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.

Use this assessment to review and track progress on how you, your team and/or your organization are aligning to the Framework.

**Instructions**  
The three sections of this assessment allow you/your team/your organization to rate progress with the following three key Framework elements:

GUIDING PRINCIPLES	LEARNING EXPECTATIONS	SHARED PRACTICES
Assess yourself/team/organization on integration of the <b>guiding principles</b> – the beliefs that serve as the foundation for what we do and how we do it.	Assess yourself/team/organization on engagement of the <b>learning expectations</b> – the topics all youth in transition should explore.	Assess yourself/team/organization on the use of <b>shared practices</b> – collective ways of working to help create consistent and improved experiences for youth, families and professionals.
Pages 2-20	Pages 21-24	Pages 25-31

For each principle, topic or practice, you'll tabulate your score for how your/your team/your organization is currently doing. Then compare your scores at the end of each section – celebrate where you are doing well, and identify the area(s) that need the most improvement. Use the suggested resources to learn more in the areas where you wish to improve.

Continued next page » Page 1

# Engage families

Here 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 structured in two parts:**



## LEARN:

Information professionals can use to develop their knowledge



## DO:

Activities and information professionals can share with families

# Support youth

This section is organized by the framework's four domains—My 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 structured in 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

## [Youth in Transition Classroom Curriculum information](#)

E1MN created 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

# Charting the LifeCourse™



# Charting the LifeCourse™ Framework

## Person Centered Planning Resources

- Can be used independently by individuals or with support from family or team members.
- Can be used throughout the lifespan.
- Can be used to support IEP team conversations and decisions.
- Can be used with general or individualized communication supports.

# Person Centered Planning Tools

## [Person Centered Planning Tools](#)



### **My One Page Profile**

Use the one-page profile to describe yourself — what people like about you, what's important to you and how to best support you.



### **Life Trajectory**

Use this worksheet to envision your best life and identify the steps or experiences needed to get there, including what you don't want your life to look like.



### **Integrated Supports Star**

Use this worksheet to write about the tools, resources and people in your life, and how they help you live an inclusive life in the community.

# My One Page Profile

- The starting point
- Helps the individual consider their strengths and what is important to them
- Helps the individual consider what kinds of supports they need

**LIFECOURSE PROFILE PAGE** **Disability HUB MN**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**WHAT PEOPLE LIKE AND ADMIRE ABOUT ME:**

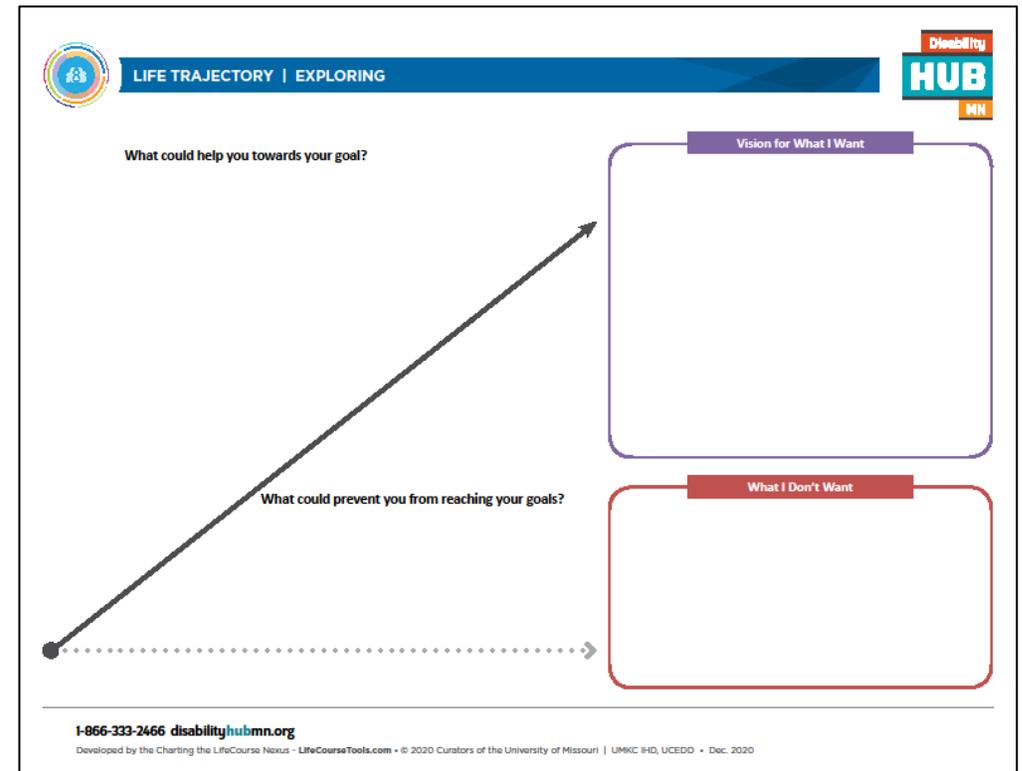
**WHAT'S IMPORTANT TO ME:**

**HOW TO BEST SUPPORT ME:**

1-866-333-2466 [disabilityhubmn.org](http://disabilityhubmn.org)  
Developed by the Charting the LifeCourse Nexus - LifeCourseTools.com • © 2020 Curators of the University of Missouri | UMKC IHD, UCEDD • Dec. 2020

# Life Trajectory

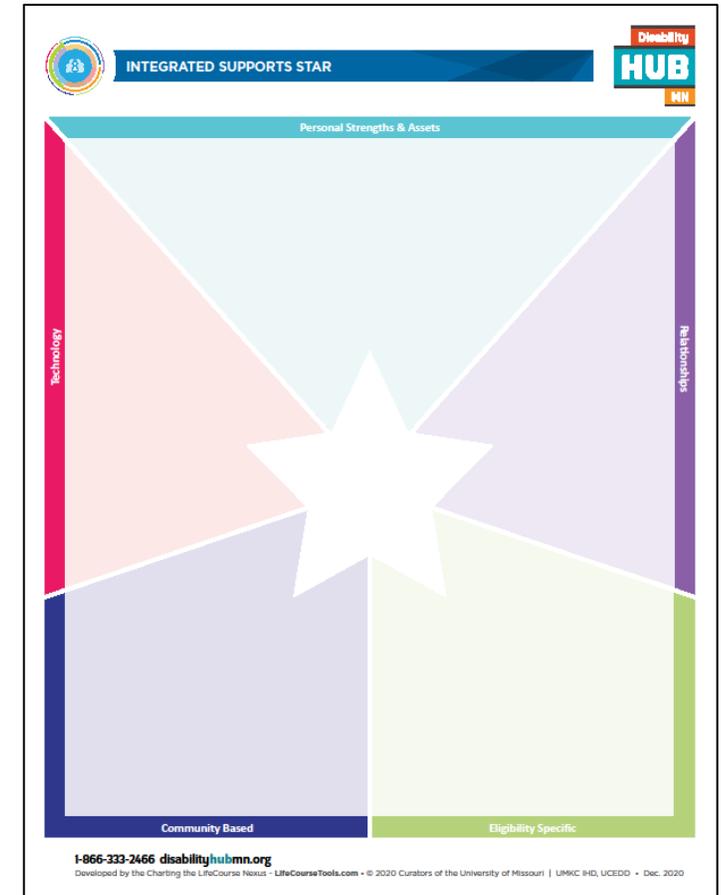
- What is the vision for the individual's desired life outcomes?
- What steps need to be taken to help get there?
- What outcomes does the individual desire to avoid?
- What steps need to be taken to avoid them?



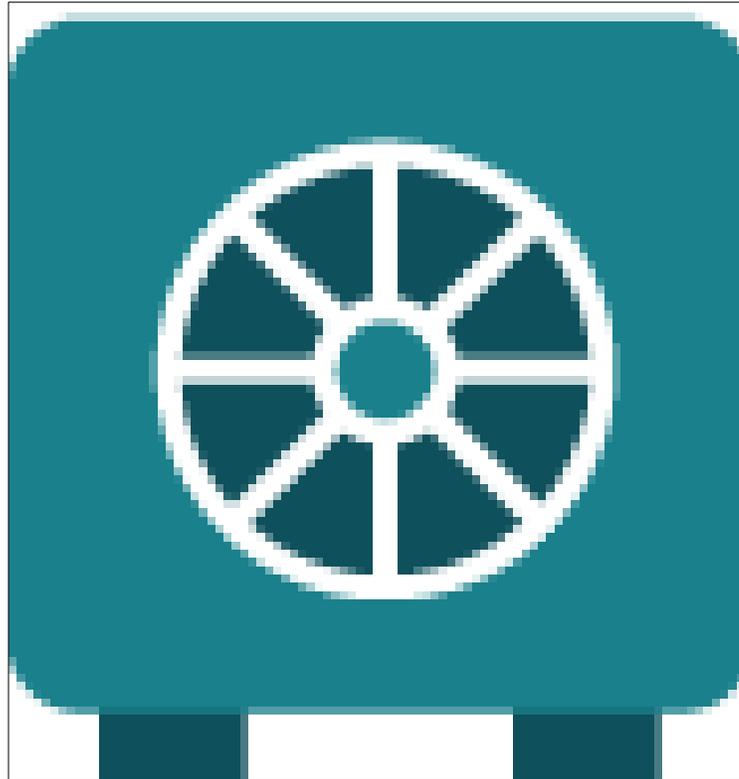
The image shows a worksheet titled "LIFE TRAJECTORY | EXPLORING" from the Disability HUB MN. It features a central graphic with a solid arrow pointing up and to the right, and a dotted arrow pointing right from the same starting point. The text "What could help you towards your goal?" is positioned above the solid arrow, and "What could prevent you from reaching your goals?" is positioned below it. To the right of the solid arrow is a purple-bordered box labeled "Vision for What I Want". To the right of the dotted arrow is a red-bordered box labeled "What I Don't Want". The worksheet includes a logo in the top left, the "Disability HUB MN" logo in the top right, and contact information at the bottom: "1-866-333-2466 disabilityhubmn.org" and "Developed by the Charting the LifeCourse Nexus - LifeCourseTools.com • © 2020 Curators of the University of Missouri | UMKC IHD, UCEDO • Dec. 2020".

# Integrated Supports Star

- Use the star to plan for outcome identified in the life trajectory.
- Use to frame conversations regarding new experiences:
  - Employment
  - Decision making
  - Community participation
  - Taking risks



# My Vault: Communication and Planning Tool



# What is My Vault?

*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
- Store documents safely and in a single place
- 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

# 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

# Creating My Vault Account

## How to Create a My Vault Account

My Vault Instructions

Disability HUB MN

### How to create a My Vault account

 My Vault is a secure, personal account you can use to explore your options around work, benefits and housing; store and share files; and save favorite articles and tools. Your account is yours to use for all the planning in your life, no matter what agency or organization you are working with.

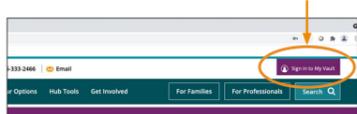
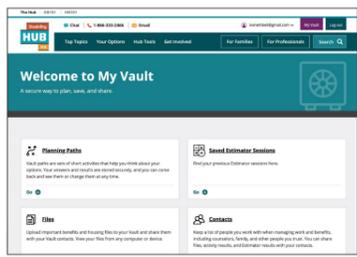
**Five easy steps to get started:**

**Step 1:**  
To create a My Vault account you need an email address.

- If you do not have an email address you can easily get a free email account through places like Google, Yahoo, Outlook, and many others.

**Step 2:**  
Once you have an email address:

- Go to [disabilityhubmn.org](https://disabilityhubmn.org)
- To start your account, click "Sign in to My Vault" on the Hub website.



My Vault Instructions

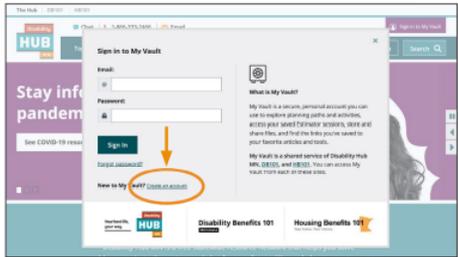
Disability HUB MN

**Step 3:**  
Choose "Create an account."

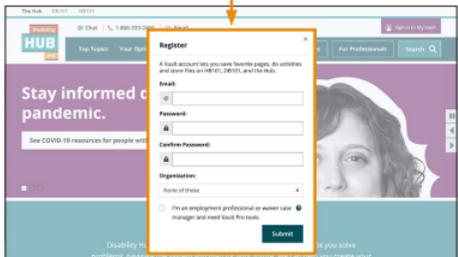
**Step 4:**  
Enter your email address and create a password.

- Your password must have at least one special character that is not a letter or a number.
- Select your organization, or "none of these"
- If you are a professional who helps people find employment, or a waiver case manager, you can check the box at the bottom of this form to request access to additional sharing and collaboration features.
- Click "Submit". A message will pop up to let you know you successfully created an account.

**Step 5:**  
Next, sign in, and then click the My Vault button to get to your dashboard.



**Step 3**



**Step 4**



# Adding Contacts, Store and Share Files

## Add Contacts, Store and Share Files

Paths Files **Contacts** Shares

### Contacts

List who helps you manage work and benefits, like counselors, family, and people you trust. You can Estimator results with them.

Filter:

First Name	Last Name	Nickname	Email
Ingrid	Noble		inoble@Indesignco.com
Ingrid	Noble		
Jack	Larson		
Jackie	Kennedy		jkennedy@gmail.com
Jenny	Brown		

**My Contact Info**

\* indicates required info

First Name \* Last Name \* Nickname  
Karen Larson

Job Title Agency or Organization

Address

City State ZIP Code  
Minnesota

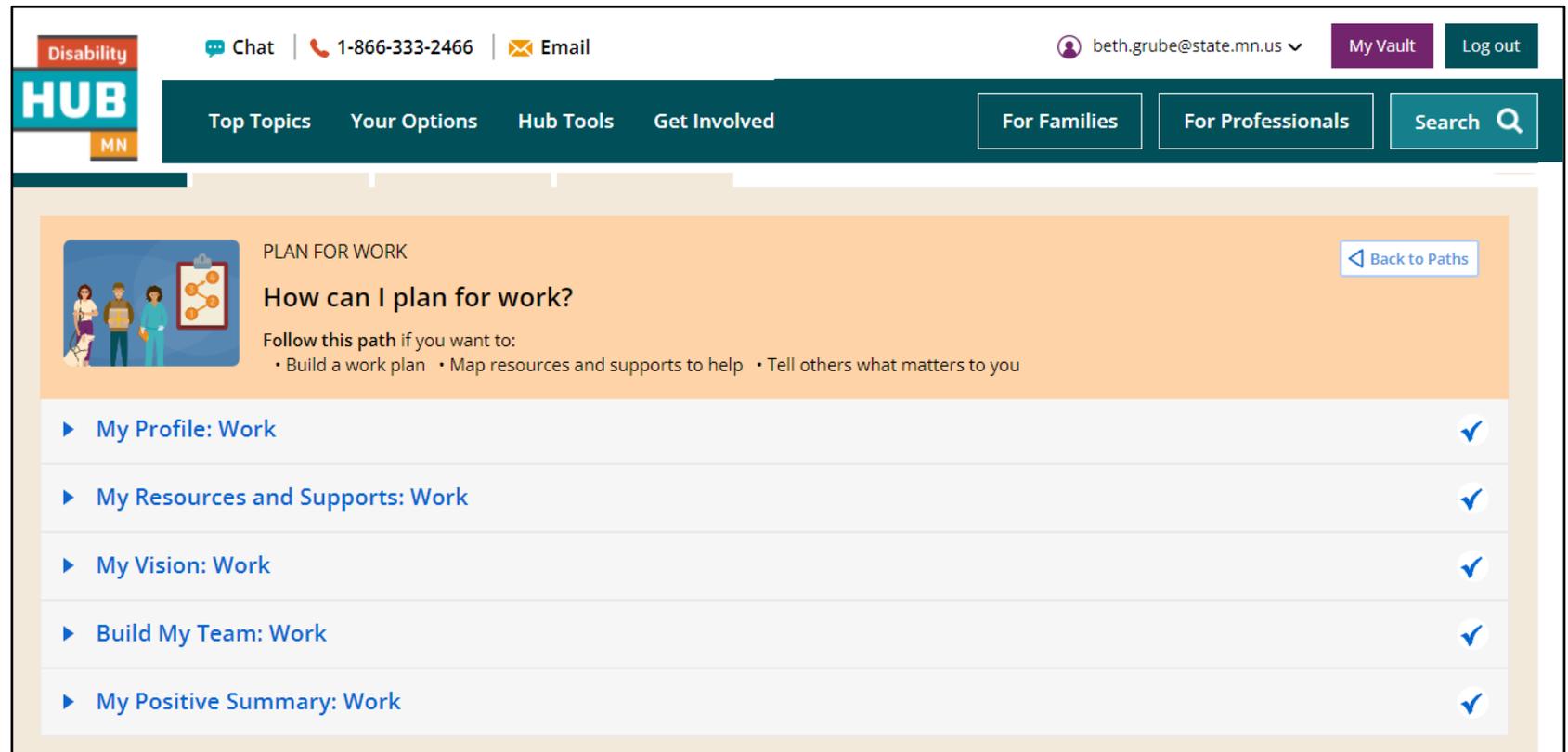
Phone Email  
klarson@Indesignco.com

Save Cancel

# Online Resources: Planning Paths

## Planning Paths

- Work Path
- Best Life Paths
- Benefits Path
- Housing Paths



The screenshot shows the Disability HUB MN website interface. At the top, there is a navigation bar with the HUB MN logo, contact information (Chat, 1-866-333-2466, Email), a user profile (beth.grube@state.mn.us), and buttons for My Vault and Log out. Below the navigation bar, there are menu items: Top Topics, Your Options, Hub Tools, Get Involved, For Families, For Professionals, and a Search bar. The main content area features a section titled 'PLAN FOR WORK' with the heading 'How can I plan for work?'. Below this heading, there is a list of tasks to follow this path, each with a blue arrow icon and a checkmark icon indicating completion:

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

# 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

    | [Give Feedback](#)

Adopt Minnesota's framework for high-quality transition pr

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

# Questions?



# Resources

- [Charting the LifeCourse \(Disability Hub\)](#)
- [LifeCourse Nexus](#)
- [Person-Centered Practices \(MDE\)](#)
- [Ten suggestions for adding person-centered features in IEP's](#)
- [Person-Centered Thinking: One-Page Descriptions](#)
- [Transition Resources](#)
- [Online Resources to Support Transition Planning](#)



**Thank you!**

**Dana Page, Ph.D.**

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**Sarah Robinson**

651-582-8892, [sarah.robinson@state.mn.us](mailto:sarah.robinson@state.mn.us)



## **Charting the Cs Conference 2025**

Statewide Professional Development to Support the Workforce and Low Incidence Disability Areas in the State of Minnesota.

This presentation is partially funded with a grant from the Minnesota Department of Education using federal funding, CFDA 84.027A, Special Education – Grants to States.