



# 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](#)