Developed by the Colorado Department of Education (CDE), the Colorado Department of Health Care Policy and Financing (HCPF), Division for Intellectual and Developmental Disabilities (DIDD) and the Colorado Department of Human Services (CDHS), Division of Vocational Rehabilitation (VR), this Cooperative Services Handbook is designed to assist Community Centered Boards (CCB), educators, students and their families in the delivery of transition services. The information and examples in the handbook are intended to be used as technical assistance tools for transition planning. This handbook primarily applies to students (18–21) who are enrolled in a CCB program (not on a waiting list) and are also being served through the public school system.

For information on developmental disabilities services, call the Community Centered Board (CCB) serving your area. A map of the service areas and telephone numbers are listed on page 13, or contact the Division for Intellectual and Developmental Disabilities (DIDD) at (303) 866-2993. For information on Individuals with Disabilities Education Act (IDEA) and special education services, contact the Special Education Director in your area, see page 14 for a listing, or the Colorado Department of Education, Exceptional Student Services Unit, at (303) 866-6694. For information about transition services provided by the Colorado Department of Human Services, Division of Vocational Rehabilitation, refer to the companion booklet CDE/DVR Cooperative Services Handbook, June 2014, contact the VR office nearest to you or call (303) 866-4150.

Permission to copy this handbook is granted. This document, and companion documents, may be downloaded at no cost from the CDE website at:

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## Sarah

Sarah is 19 years old and was identified with an Intellectual Disability in first grade due to a full scale IQ (63) and comparable adaptive behavior. Sarah also uses a wheelchair. She is currently receiving educational services in a community-based Transition Program for 18–21 year olds who have completed their academic programs, but who continue to need assistance as they transition from school to work and community. Although Sarah participated in graduation ceremonies with her class (a social graduation), she and her parents are planning that she will remain in the Transition Program until she turns 21. Throughout the last several years, Sarah has undergone formal vocational assessment and career exploration through the school district. She worked at three in-school placements before she entered the Transition Program. Last semester, Sarah’s teacher located a community work experience as a mail clerk. In her work experience Sarah received job coaching from the school paraprofessional. She has expressed an interest in pursuing this type of work on a permanent basis but will need coaching due to her difficulty in learning new tasks and adapting to her work environment. Sarah has been determined eligible for VR services through the CDHS, Division of Vocational Rehabilitation. Sarah’s VR counselor and the Transition Program staff will share job placement responsibilities. The IEP that has been developed with Sarah indicates that VR will provide job coaching when a placement is found, for a period of time not to exceed 18 months, and if long-term supports are needed, the Community Centered Board (CCB) will take over at age twenty-one. Sarah has also expressed a desire to live away from home but she will need 24-hour assistance. Sarah’s parents will coordinate residential services with the local CCB, with the hope of finding a good residential setting within the next three to five years. The CCB will also work with the Transition Program staff to address Sarah’s social and recreational needs and to access Medicaid funding to replace her aging wheelchair prior to her twenty-first birthday. Transportation to Sarah’s job site will be by bus. Sarah’s parents will purchase her bus pass and the school district will provide bus training.
Introduction

Developed by the Colorado Department of Education (CDE), the Colorado Department of Health Care Policy and Financing (HCPF), Division for Intellectual and Developmental Disabilities (DIDD) and the Department of Human Services (CDHS), Division of Vocational Rehabilitation (DVR), this Cooperative Services Handbook is designed to assist Community Centered Boards (CCB), educators, students and their families in the delivery of transition services. The information and examples in the handbook are intended to be used as technical assistance tools for transition planning. The examples of cooperative service delivery apply to situations where a student is enrolled in public education AND is also enrolled in Home and Community Based Services. If a student is on a waiting list for CCB services, the CCB will only be able to participate in transition planning for future services that may be provided. Examples of cooperative services with DVR included in this handbook apply only to youth who desire a competitive employment outcome in an integrated setting and have been determined eligible for vocational rehabilitation services. Refer to the CDE/DVR Cooperative Services Handbook, June 2014 for more complete information about Vocational Rehabilitation.

The intent of this Cooperative Services Handbook is to assist students with developmental disabilities to access long-term support services for daily living and employment by:

• promoting flexible and collaborative planning and service delivery among community centered boards, local education agencies and local school districts (both known as LEAs), and other state and community agencies for youth transitioning from school to adult life and/or post-school activities;
• promoting accessible, timely and uniform services for all Colorado students who require services as defined by the Individuals with Disabilities Education Act (IDEA), the Exceptional Children’s Education Act, and the Colorado Developmental Disabilities Act;
• encouraging LEAs to develop, implement and promote pre-vocational services, career exploration, and independent living skills for students with developmental disabilities prior to and following the CCB referral;
• and, assuring that CCB services complement and do not supplant services provided by the LEAs and other agencies.

What Is Transition?

Transition services are defined by the federal Individuals with Disabilities Education Act (IDEA) and the Colorado Exceptional Children’s Educational Act. “Transition services,” as described in IDEA, are defined as a coordinated set of activities for a child with a disability, designed within a results-oriented process that is focused on improving the academic and functional achievement of the child to facilitate movement from school to post-school activities including:

• Post-secondary education
• Vocational education
• Integrated employment (including supported employment)
• Continuing and adult education
• Adult services
• Independent living, or
• community participation

Is based on the individual child’s needs, preferences and interests, and includes:

• Instruction
• Related services
• Community experiences
• The development of employment and other post-school adult living objectives, and
• If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

“Transition,” as it relates to developmental disabilities, is defined in Colorado Revised Statute (CRS) 27-10.5 103 (1) (g) to “Promote effective coordination with agencies serving persons with developmental disabilities in order to improve continuity of services and supports for persons facing life transitions from toddler to preschool, school to adult life, and work to retirement.”
Why Start Early?

Early and long-range planning are critical in order for the student to receive necessary post-school programs or services whether they include support services for employment, postsecondary education and training, community participation, or residential services.

Both Congress and the U.S. Department of Education recognized that early transition planning is important because:

- Transition from special education and its entitlements to an eligibility based system is a complex process.

- For students with severe disabilities and multiple needs it will take time to put post-school services and supports into place.

- Adult services are limited and waiting lists for some services can be very long.

- Some students will likely be using the services of many agencies and time will be needed to figure out who can do what, who will pay for what services, and what families can do when services are not available.

After leaving school, a young person is no longer entitled to services but must apply to each agency and be determined eligible for services. Students and families are often faced with complicated paperwork to meet eligibility requirements and long waits for services. Students and their families are encouraged to begin planning for long-term adult services, and be placed on the waiting list for adult services at age 18 for continuity of services when the student completes his or her public education. Referrals to DVR occur as students are preparing to exit the education system and they are available to engage in employment activities.

Jim

Jim is a 17-year old with cerebral palsy and mild intellectual disabilities. He lives in a rural part of Colorado where access to adult agencies and services is difficult. Jim would like to find his own place in town to live and to get a job. His family is in support of his wishes, but they are concerned about the cost and his safety. He and his family expect that he will be graduating within the next two years. Jim and his close friend Charlie, who does not have a disability, are taking auto body classes at the high school, but Jim is struggling with the physical demands of the program and need for periodic reminders. His auto body teacher suggested he learn more about options that might be available to him after high school. Because the CCB, the DVR, and other agency offices are located in a town 130 miles away, it is important that school district staff be able to explain agency services, including eligibility requirements, to parents individually or at an information night. Jim was able to gather a great deal of information about both CCB and DVR services, including brochures with information on eligibility and services, through the district transition coordinator. Jim and his teacher contacted the DVR counselor by phone, and made an appointment with the counselor. They were also able to arrange for the CCB intake person to come to the school on the same day. The teacher assisted Jim and his parents as they collected school assessment information and prepared a referral packet to be presented to the DVR and CCB representatives at the meeting. Jim’s friend Charlie has also indicated that he would like to move to town but cannot afford to live alone. A meeting was held to develop a transition strategy for Jim and Charlie to be able to move to town together and share an apartment. The CCB ensured that Jim was placed on the waiting list for Home and Community Based-Supported Living Services (HCBS-SLS) so that when they are ready for the move, services will be available for him. The plan includes paying Charlie to provide daily support for Jim in their apartment. The HCBS-SLS may also provide other services for Jim to promote his independence. The IEP was updated to reflect that during the next two years the school will focus on preparation for Jim’s transition to in-town living in an apartment and employment. The DVR will coordinate with the school regarding job preparation and placement.
Who May Receive Transition Services?

Students who qualify for special education and related services under the Individuals with Disabilities Education Act (IDEA) are eligible for transition planning and services through the local education agency. In addition, students who have been determined to have a developmental disability by a Community Centered Board (CCB) and are enrolled in the Home and Community Based Services- for Persons with Developmental Disabilities (HCBS-DD) or Supported Living Services (HCBS-SLS) or the Children’s Extensive Supports (HCBS-CES) waivers are eligible for transition planning and services through a CCB. HCBS-DD and HCBS-SLS waiver services may begin no earlier than age 18. If a student is on a waiting list for these waivers, then the CCB will only be able to participate in transition planning for future needed services.

**Individuals with Disabilities Education Act**

Under IDEA, transition services are provided to students with disabilities who are 15–21 years of age who qualify for special education and related services. IDEA applies only to students who—

- Have one of the disabilities as defined in the Colorado Rules for the Administration of the Exceptional Children’s Education Act, which includes: hearing impairment including deafness, multiple disabilities, deaf-blindness, autism spectrum disorder, orthopedic impairment, other health impaired, traumatic brain injury, serious emotional disability, intellectual disability, specific learning disability, speech or language impairment, or visual impairment including blindness.

- Are eligible for “special education” which IDEA defines as “specially designed instruction” that—
  - addresses the child’s unique disability-related needs, and
  - enables the student to progress towards educational standards.

**Colorado Developmental Disabilities Act**

Under the Colorado Developmental Disabilities Act, a person is eligible to receive services if the disability is manifested before the person reaches twenty-two years of age, constitutes a substantial disability to the affected individual, and is attributable to mental retardation or related conditions which include cerebral palsy, epilepsy, autism, or other neurological conditions when such conditions result in impairment of general intellectual functioning or adaptive behavior similar to that of a person with mental retardation. Only a CCB can determine eligibility for services funded under the Colorado Developmental Disabilities Act.

**Impairment of general intellectual functioning**

means that the person has been determined to have an intellectual quotient equivalent which is two or more standard deviations below the mean (70 or less assuming a scale with a mean of 100 and a standard deviation of 15), as measured by an instrument which is standardized, appropriate to the nature of the person’s disability, and administered by a qualified professional. The standard error measurement of the instrument should be considered when determining the intellectual quotient equivalent. When an individual’s general intellectual functioning cannot be measured by a standardized instrument, then the assessment of a qualified professional shall be used.

**Adaptive behavior**

means that the person has overall adaptive behavior which is significantly limited in two or more skill areas (communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work), as measured by an instrument which is standardized, appropriate to the person’s living environment, and administered and clinically determined by a qualified professional. These adaptive behavior limitations are a direct result of, or are significantly influenced by, the person’s substantial intellectual deficits and may not be attributable to only a physical or sensory impairment or mental illness.

The eligibility criteria for developmental disabilities services in Colorado characterize the vulnerability of those served. The adult developmental disabilities population has significant cognitive impairments and adaptive functional skills that place them at or below one percentile of the general population. This means that most adults with developmental disabilities have substantial long-term needs for assistance with the normal day-to-day activities of life.
What Are the Roles and Responsibilities of Each System?

Both the public education and developmental disabilities systems have been given responsibility for the provision of transition services to students with developmental disabilities through Federal and State statute. However, there may be some overlap in services and the respective roles of each agency can sometimes be difficult to distinguish.

**Education’s Role and Responsibilities**
It is the school’s responsibility to plan and provide those services that will prepare the student to move successfully from school to the appropriate post-school environment and to assist the student to connect with the necessary community agencies, including Community Centered Boards that will provide support services. The post-school outcomes for post-secondary education or training, employment, and independent living are identified as part of the Individualized Education Program (IEP) planning process and are based upon the student’s preferences, interests and needs. Transition services, including community and work experience that are educational and experiential in nature, are the responsibility of the local education agency. Appropriate services include:

- Planning and IEP development based on the student’s post-school goals;
- Academic preparation for post-secondary education and training, employment, and independent living;
- Vocational and career evaluation;
- Job shadows and job tryouts;
- Work experience;
- Vocational education classes;
- Community experience;
- Facilitating linkages to CCBs, VR, and other appropriate agencies.

**CCB’s Role and Responsibilities**
Transition responsibilities include planning and service coordination to avoid gaps in services received by students with developmental disabilities as they leave the school setting and are ready to access adult services in the community. Transition services are individualized to maximize the individual’s ability to live independently by the time he or she leaves the school setting. Appropriate services may include:

- Providing appropriate information and referral services to the graduating student and their family;
- Coordinating assessment for eligibility for CCB services;
- Participation in development of the IEP Transitional Plan and/or individualized Service Plan;
- Planning for the student’s post-school independent living and vocational needs;
- Provision of community-based services as appropriate and available to the individual needs of the student after graduation.

Unlike public education, services provided through a CCB and DVR are not an entitlement. There may be a waiting list for services. When services are available, some areas of service may overlap and may be shared by education, the CCB, and the DVR when appropriate. Refer to the Collaborative Services Chart on page 7 for specific service areas.

**Division of Vocational Rehabilitation’s Role and Responsibilities**
Transition responsibilities were included in the Rehabilitation Act to assure that there are no gaps in services received by students with disabilities as they leave the school’s setting and/or are ready to begin vocational activities when an employment outcome is the primary focus. Transition services provided by DVR are individualized, and must lead to an employment outcome. Appropriate services may include:

- Consultation as early as possible in the transition process to assist education and CCB providers in planning for the transition of a youth from school to post-school activities including vocational rehabilitation;
- Joint planning to facilitate the development and completion of the IEP;
- Determination of eligibility for DVR services;
- Identification of a suitable employment outcome;
- Development and approval of an Individualized Plan for Employment (IPE) before the student leaves school;
- Provision of vocational rehabilitation services as appropriate to the individual needs of the student.
Supported Employment

Title IV, Section 621 of the Rehabilitation Act defines Supported Employment and encourages States to “…..develop collaborative programs with appropriate entities to provide supported employment services for individuals with the most significant disabilities to enable such individuals to achieve the employment outcome of supported employment”.

DVR and DIDD value integrated, individualized employment in community settings for individuals with disabilities. Meaningful employment contributes to self-sufficiency, builds self-esteem, social and financial capital, as well as contributes to the socio-economic well-being of communities. Supported employment can often create a path to achieve meaningful career outcomes for individuals with the most significant disabilities. Services may be provided to an individual if—

- The individual has been determined eligible for vocational rehabilitation services;
- The individual has been determined to be an individual with the most severe disabilities;
- Supported employment has been identified as the appropriate rehabilitation objective for the individual on the basis of a comprehensive assessment of rehabilitation needs, including an evaluation of rehabilitation, career, and job needs; and
- The individual needs extended services provided by another entity after DVR closure to maintain employment.

These services are determined based on a determination by DVR of the individual’s vocational need as specified in an IPE for employment with the intended outcome to be competitive employment on a full-time or part-time basis, in an integrated setting, compensated at or above the minimum wage. DVR provides these ongoing services through the time of job placement until transition to extended supported employment services.

Extended services are ongoing support services with funding that comes from providers other than DVR. Extended services may be provided by an agency, which may include a State agency such as DIDD, a private nonprofit organization, the employer or any other appropriate resource including family member(s).

Supported employment services may be provided by DVR—

- For a period of time not to exceed 18 months, once the individual begins work unless under special circumstances determined by the DVR counselor;
- For a discreet period of time as post-employment services, when they are not available from the extended service provider; and,
- May include assessment, job training, job placement, job coaching and arranging for the provision of extended services.

The DVR counselor will determine when the individual is stable in employment and will coordinate plans with the CCB case manager for transition to the appropriate waiver if the individual is eligible and services are available. If CCB services are not available, the DVR counselor will need to work with the individual and family to research and obtain other sources of funding for ongoing support.
How Do You Plan for Transition?

IDEA contains detailed requirements for planning the education of individual students including specific instructions for the development of the Individualized Education Program. Beginning when the student is 15, but no later than the end of 9th grade, the IEP must include measurable postsecondary goals based on age appropriate assessment related to training, education, employment, and when appropriate, independent living skills. The IEP must include courses of study and statements of specific “transition services,” including interagency linkages.

When appropriate and feasible, the CCB case manager (a.k.a. service coordinator) should participate in the student’s planning meetings for transition services. A primary role of the CCB is that of consultation and technical assistance to the schools in planning for the transition of students with developmental disabilities from school to post-school activities, including daily living skills and supported employment.

CCBs may begin providing adult services at age 18 if the individual is enrolled and services are available. The specific types of services and level of involvement are determined based on the needs and interests of the individual and the family, availability of CCB services, and which services may be provided in collaboration with another agency. Because a waiting list may exist for services provided through CCBs, students and their families are encouraged to begin planning for long term adult services at age 18, and apply to be added to the adult list for services, to ensure continuity of services when the student completes his or her public education.

There are many ways to effectively link families and students with CCB services. In addition to including the CCB case manager in the IEP process, strategies include scheduling times that the CCB case manager is at the school to meet with teachers, students and parents, sponsoring an “Agency Night,” determining specific times for referrals such as the beginning of each quarter, and preparing a packet of IEP and assessment information for each student. Parents and professionals can work together to create a portfolio of information that describes the student’s strengths, interests, experiences, and support needs that can be used by the CCB case manager to determine eligibility and develop a service plan.

Where Can CCBs and Schools Collaborate in Service Provision?

There may be a waiting list for services provided through Community Centered Boards since funding for these services are subject to available appropriations from the State legislature. If a student is placed on a waiting list because no funding for waiver services is available, then the CCB is very limited on what types of transition services they can provide. Most often, the CCB will only be able to participate in “planning” for future needed services, and ensure that the student is placed on the appropriate waiting list for services.

When students are able to access CCB services, then collaborative service delivery becomes an option. CCBs can work with local school districts and other agencies, such as VR to develop a plan for transition and an IEP that identifies current and future needs of the student. The IEP will also identify which agencies will be responsible for which services. Many students who qualify for CCB services may also be eligible for services from other agencies such as Mental Health, Social Services, Social Security, Health, or housing assistance, in addition to services that are available through the DVR. The involvement of these other agencies in planning may occur at a joint meeting or may be accomplished through a series of separate meetings, phone calls, or written correspondence coordinated by school district staff.

Local school districts and CCBs are encouraged to develop working agreements that identify the policies, procedures and practices that can be coordinated on behalf of youth who are of transition age and are still connected with the public school system. Within such agreements, policies, practices and procedures might be categorized into the following areas:

- Assessment
- Transition Planning
- Career Development
- Preparation for Community Living
- Related Services
- Adaptive Supports
- Auxiliary Aides
- Transportation

Examples of these areas of responsibility that can be jointly managed are summarized on the following diagram and Collaborative Services Chart.
## Education System

### Getting Ready

Schools have responsibility to prepare the student to move to the appropriate post-school environment. Services are educational and experiential in nature.

- Academic preparation
- Career development
- Vocational assessment
- Job shadows
- Work experience

### K-12 Education Preparation & Training

Vocational Rehabilitation Employment Services

Developmental Disabilities Long Term Services and Supports

### Vocational Rehabilitation

#### Employment Services

Services provided by DVR are time limited and must lead to an employment outcome. Secondary supports are provided only as related to employment.

- Rehabilitation counseling
- Employment training
- Job seeking skills
- Assistive technology
- Job placement
- Post-employment services

### Disabilities System

#### Long Term Services and Supports

Supports and services are provided to maximize independent living, employment, and community participation for individuals needing life time support.

- Residential Habilitation Services
- Supported Employment
- Prevocational Services
- Day Habilitation Services
- Non-Medical Transportation
- Dental
- Vision
- Non-Medical Transportation
- Specialized Medical Equipment and Supplies
- Assistive Technology
- Behavioral Services
- Home Modifications
- Homemaker Services
- Mentorship
- Personal Care Services
- Personal Emergency Response System (PERS)
- Professional Services
- Respite Services
- Vehicle Modification

Examples of the areas of responsibility that can be coordinated are summarized on the following Collaborative Transition Services Chart. The three primary service systems involved in transition planning and services include the local school district, the Community Centered Board (CCB) and the Division of Vocational Rehabilitation agency (DVR). The chart uses several terms to distinguish the level of responsibility each service system might have in different situations.

**Primary**—means that the service system has a statutory or regulatory responsibility to provide the service. For local school districts this usually means an entitlement. For CCBs and DVR, it may mean that it is an allowable service that is provided if other sources are not available. There may be times when a secondary service system also has some level of (overlapping) responsibility.

**Shared**—means that there are two or more systems that may have overlapping services or responsibilities. In some cases, one system might be able to provide several of the needed services and another system might be able to provide only one or two. In these situations, the involved service systems are able to negotiate how each could provide the different services needed to maximize coverage.

**Minimal**—means that the service system may have some specific types of services or time-limited services available that can supplement other services that either the primary or shared systems provide.
## Collaborative Transition Service Chart

<table>
<thead>
<tr>
<th>Assessment Activities</th>
<th>Potential Special Education Services</th>
<th>Potential Medicaid Waiver or State Plan Services (CCB)*</th>
<th>Potential VR Services**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement of Functional Math/Reading/written Expression</td>
<td>Primary</td>
<td>None</td>
<td>Minimal</td>
</tr>
<tr>
<td>Adaptive Behavior</td>
<td>Shared</td>
<td>Shared (non-educational)</td>
<td>Shared</td>
</tr>
<tr>
<td>Sensory (Hearing and Vision Screening)</td>
<td>Shared</td>
<td>Shared (non-educational)</td>
<td>Shared</td>
</tr>
<tr>
<td>Fine/Gross Motor (including Physical Education)</td>
<td>Shared</td>
<td>Shared (non-educational)</td>
<td>Shared</td>
</tr>
<tr>
<td>Psychological (Cognitive Ability)</td>
<td>Shared</td>
<td>Shared</td>
<td>Shared</td>
</tr>
<tr>
<td>Speech and Language</td>
<td>Shared</td>
<td>Shared (non-educational)</td>
<td>Shared</td>
</tr>
<tr>
<td>Social/Emotional (home/peer/work environment)</td>
<td>Shared</td>
<td>Shared</td>
<td>Shared</td>
</tr>
<tr>
<td>Special medical examination, i.e., orthopedic</td>
<td>Shared</td>
<td>Shared</td>
<td>Shared</td>
</tr>
<tr>
<td>Community Participation and Daily Living</td>
<td>Shared</td>
<td>Shared</td>
<td>None</td>
</tr>
</tbody>
</table>

### Transition Planning

| Coordination of Service Delivery | Shared | Shared | Shared |
| Individualized Transition Plan Development | Shared (IEP) | Shared (IP) | Shared (IPE) |

### Community Living Services

| Community and Independent Living | Shared | Shared | Minimal |
| Recreation/Leisure | Shared | Minimal | Minimal |
| Health | Shared | Shared | Minimal |

### Career Development Services

| Career Exploration | Shared | Minimal | Shared |
| Vocational Skill Training | Shared | Minimal | Shared |
| Job Placement Services | Shared | Minimal | Shared |
| Employment Instruction | Shared | Minimal | Shared |
| Supported Employment | Minimal | Shared | Shared |
| Financial Support for Post-secondary Education and Training | Minimal | Minimal | Primary |

### Related Services

| Occupational Therapy, Physical Therapy, Psychological Services and Communication/Speech and Language Services (educational) | Primary | Primary | Minimal |
| Mental Health Services | Shared | Minimal | Shared |
| Behavioral Services | Shared | Primary | Shared |

### Adaptive Supports

| Assistive Technology for K-12 Education (excluding Voc. Ed.) | Primary | None | None |
| Assistive Technology for Job Training (including Voc. Ed.) | Shared | Shared | Shared |
| Assistive Technology for Employment | Minimal | Shared | Shared |
| Accessibility | Shared | Shared | Shared |
| Home Modifications | None | Primary | Minimal |

### Auxiliary Aides (e.g. reader, interpreter, note taker, instructional aide, personal care assistant)

| For K-12 Education (excluding Voc. Ed.) | Primary | None | None |
| For Job Training (including Voc. Ed.) | Shared | Minimal | Primary |
| For Employment | Minimal | Minimal | Primary |

### Transportation

| For K-12 Education (excluding Voc. Ed.) | Primary | None | None |
| For Job Training (including Voc. Ed.) | Shared | Minimal | Shared |
| For Employment | Minimal | Shared | Shared |

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*This chart only applies to students (18–21 years of age) who are enrolled in CCB services. For students who are on a waiting list for services, the CCB will participate in transition planning for when CCB services are available. Some students may also be Medicaid eligible and have other services available through the regular Medicaid State Plan or Early and Periodic, Screening, Diagnosis and Treatment (EPSDT).*

** DVR can share in the provision of services to eligible youth if such services are necessary to prepare for, obtain, or maintain employment. A financial needs assessment may apply to some services and, based on available resources, the youth and their family will be asked to participate financially in their plan.
What Is the Referral Process for a CCB?

This process applies only to those students who are not already eligible (or on the waiting list) for adult services. It is recommended that parents submit a packet for referral to adult services for their child at age 18. Even if the student has been eligible and receiving services as a child, they will need to be added to the list for adult services. Referral information will be updated at 18 or 21 when they are ready to leave school, or at the point at which they start to receive services from the CCB. Referral to a CCB may be initiated by anyone, but the decision to actually apply for services rests with the student and family. Typically, referrals come from the schools, an individual, a family member or a community agency. Students referred to a CCB are usually participants in special education programs. School personnel have a responsibility to provide parents with information about CCB services and timelines, facilitate opportunities for families to connect with CCB case managers, and document efforts to link families with appropriate services in the student’s IEP.

It is encouraged that local school districts and CCBs develop, or review existing working agreements which identify respective roles of each agency and include a process for referring students to a CCB. Typically, a “referral packet” to a CCB will include:

- A completed CCB application form
- Psychological, medical and specialty evaluations, such as adaptive behavior, mobility, speech and language, hearing, etc.
- The most recent IEP (Triennial and/or Annual)
- The 504 plan, if applicable
- School transcripts, if available
- Vocational assessment results, including functional vocational evaluation
- Information regarding a youth’s prevocational and vocational activities through the school, including community experiences
- Other available assessments, plans or information deemed appropriate.

Working with the local school district and other agencies that may be involved with a youth, the CCB case manager will identify and coordinate diagnostic assessments that will be needed to determine eligibility and planning for CCB services. The process of eligibility determination is greatly facilitated when the CCB case manager is able to obtain documentation of a student’s cognitive disability and adaptive behavior from a school psychologist or other professionally qualified person.

Throughout the years that a student is involved with the education system, efforts are made to focus on and build upon the strengths of the individual rather than the disability. In order for an agency to determine that an individual is eligible for services, a case must be made that the person has substantial disabilities that cause significant limitations in their everyday functioning. During this period of time, although this may feel uncomfortable, it will be important to be clear about the functional limitations of the individual. Once eligibility has been determined, the focus for planning and program development should be on the strengths of the individual rather than the disability.

Carrie

Carrie is 20 years old. She has been receiving special education services and lives with her mother and older sister. She has a co-occurring diagnosis of developmental disability and mental illness. Carrie is three months pregnant with her first child and is considering dropping out of school. Carrie was referred by the school social worker to the local CCB and mental health center. The CCB has had Carrie on their waiting list for services since she turned 18 years old. The CCB anticipates that an SLS enrollment will be available within the next six months to serve Carrie. The mental health center has been involved with Carrie for the last two years. An interdisciplinary meeting was held to discuss two issues: 1) what supports are needed immediately to help Carrie remain in school, and 2) what supports will be needed once the baby is born. It was jointly decided that Mental Health and the school district will focus on counseling Carrie about staying in school. For now, discussions about her long range goals after completing school have been put on hold until her current situation is stabilized. The school will begin immediately with parent education classes for Carrie regarding child care. HCBS-SLS funds will eventually provide the long-term supports for Carrie’s needs once the baby is born. The CCB will begin to develop support options and potential providers so that services can begin immediately once the HCBS-SLS funding becomes available. Carrie will also need some general help with her independent living skills. Her mother and sister have agreed that they can provide some general day-to-day support for Carrie, if there are also ongoing professional supports available. There are no immediate plans for Carrie to live on her own; however, the family has indicated a need to get a break sometimes. The CCB was able to provide some immediate relief through Family Support Services Program (FSSP) funds for respite care. Once HCBS-SLS funding is available, respite care will become part of her HCBS-SLS program and FSSP will be discontinued.
What Policies and Practices May Affect Transition?

Education System

Participation in the General Curriculum in the Least Restrictive Environment
Special education is instruction and services designed to enable a student to meet educational standards in the general curriculum. This means that students will be educated in the regular classes, with appropriate supports, to the maximum extent possible. The IEP team, including the student and parent(s), makes decisions about the appropriate course of study based on the individual needs of the student.

Free Appropriate Public Education
All IDEA-eligible students are entitled to a free and appropriate public education (FAPE) consisting of an appropriate elementary or secondary education that meets state standards. This means that parents cannot be charged for the special education or related services that may be required for their son or daughter to benefit from general education. This entitlement does not follow the student into most post-secondary programs and activities, including CCB services.

Parent Rights and Responsibilities
IDEA includes detailed procedures for resolving disputes between parents and schools regarding the education and services, including transition services that are provided to a student with disabilities. These include voluntary mediation, a federal complaint process, and due process hearings.

Student Participation and Self-Determination
IDEA strengthens the importance of self-determination and empowerment. Beginning at the age of 15, schools must invite the student to attend any meeting at which transition services will be discussed and to participate in the discussion of his or her future goals and plans. If the student does not attend, the school must take other steps to ensure that the student’s preferences and interests are considered. Active participation at an early age will better prepare students to make decisions for themselves as they become young adults.

Developmental Disabilities System

The mission for Colorado Division for Intellectual and Developmental Disabilities (DIDD) is to join with others to offer the necessary supports with which all people with developmental disabilities have their rightful chance to:
- Be included in Colorado community life,
- Make increasingly responsible choices,
- Exert greater control over their life circumstances,
- Establish and maintain relationships and a sense of belonging,
- Develop and exercise their competencies and talents,
- Experience personal security and self-respect.

Informed Choice
Throughout his or her involvement with DIDD, an individual is provided opportunities and assistance to exercise informed choice. Individuals are encouraged to consider a variety of alternatives as these relate to determination of personal goals, development of an Individualized Plan, selection of services and service providers, and determination of successful outcomes. Individuals are encouraged to make and implement their own informed choices.

Services are directed toward inclusion in typical Colorado community lifestyles because adults with developmental disabilities often face isolation from activities enjoyed by the general population.

Waiting Lists
One of the biggest changes from school to adult services involves the move from an entitlement for public education services to a non-entitlement for services through Community Centered Boards. Adult services are only provided within available appropriations. Sometimes new applicants for services are placed on a waiting list for services. Placement on the waiting list depends on the date a person was found eligible, or for adult services, the 18th birth date. An eligibility date will never change, as long as the individual continues to live in Colorado after being found eligible for services. Individuals will be offered services in order of their placement on the waiting list, when services become available.
**Emergency Situations**

Although emergency situations may require immediate services, CCBs may not have the ability to provide services on an immediate basis. If there is an emergency, the individual or persons supporting the individual should contact the case manager to obtain help in locating services that can assist on a more immediate basis. If an eligible adult meets one or more of the following criteria, the CCB can determine that the person meets the need for emergency services, and that person will move to the top of the waiting list:

1. Homeless
2. Abusive or neglectful situation
3. Danger to others
4. Danger to self

However, being moved to the top of the waiting list does not guarantee immediate services if there are other adults awaiting emergency services. When a service becomes available, individuals meeting emergency criteria will be selected in order of priority.

**Developmental Disabilities System**

**Case Management**

Targeted Case management services are provided to all eligible persons and include comprehensive assessment and periodic reassessment to determine the need for any medical, educational, social or other services; development and periodic revision of a care plan; referral and related activities; monitoring and follow-up.

**Waiver Services**

The developmental disabilities system provides an array of services to meet the individual needs of people with developmental disabilities which are provided in either a person’s own home, family home, or if needed and desired, in settings outside of the family home. The design of these services and supports embraces the ideals of self-determination and individual choice.

**HCBS-DD Waiver Services** are utilized to meet the needs of adults with developmental disabilities who cannot live safely without substantial supports and supervision, and for whom only limited outside supports or no other appropriate options are available. Persons receiving HCBS-DD waiver services have access to 24-hour supervision and other supports, training and habilitation based on an individualized Plan. HCBS-DD waiver services include: group and individualized residential services in a variety of community-based settings (Residential Habilitation), Supported Employment, Pre-vocational, Day Habilitation, Non-Medical Transportation, Specialized Medical Equipment, Dental, Vision, and Behavioral Services.

**HCBS-SLS Waiver Services** offer a variety of individualized and flexible supports for adults in and outside of the home, which cannot be met by other means. HCBS-SLS enables adults to live in their own homes or in family homes. The level of support provided varies based on the individual’s need as identified in the individualized Service Plan. HCBS-SLS waiver services include: Supported Employment, Pre-vocational, Day Habilitation, Non-Medical Transportation, Homemaker, Personal Care, Mentorship, Professional Services, Behavioral Services, Dental, Vision, Assistive Technology, Specialized Medical Equipment, Home Modifications, and Vehicle Modifications.

**Family Support Services Program** is intended to assist families who have a family member with developmental disabilities with costs that are beyond those normally experienced by other families, and to avoid or delay costly out-of-home placements. Examples of FSSP services and supports include: medical and dental expenses not funded by Medicaid or other insurance, respite care, special equipment and assistive technology, clothing or diets, home or vehicle modification, therapies, family counseling, and homemaker services. FSSP is available through the Department of Health Care Policy and Financing, Division for Intellectual and Developmental Disabilities.

**Integrated**—means services are provided to persons with developmental disabilities in settings in which typical activities and functions of community life take place that are desired and chosen by the general population, such as work, education or training, socialization or retirement activities.
What Do You Need to Know About Transition?

For students with developmental disabilities, there are several key times when services or benefits will be impacted by age. In general, age will determine what criteria is used for eligibility, what types of new services may be available or are no longer available, and what benefits may be available for a student. While it is not possible to include all potential impacts, some of the most common impacts for students with developmental disabilities during the transition years are described below.

### Any Age

If the student has a developmental disability, there are several commonly used services and benefits that a family may want to look into, including but not limited to:

- **SSI** (Supplemental Security Income) is a disability benefit available through the Social Security Administration (SSA, 1-800-772-1213 or www.ssa.gov). SSI eligibility is based on two main factors: 1) whether a person has a significant disability that impacts their ability to work, and 2) whether a person meets the financial eligibility requirements. SSI provides a monthly benefit check to help meet daily living expenses.

- **Medicaid** is a program administered by the Colorado Department of Health Care Policy & Financing (HCPF) that pays for health insurance for some Coloradans who cannot afford it. A person must apply for Medicaid benefits through the local Department of Social/Human Services, even if they are SSI eligible. For the locations and telephone numbers of local sites, check the Blue Pages (Government) in the telephone book, or call the Customer Service Line at 1-800-221-3943, or www.colorado.gov/hcpf.

- **EPSDT** (Early and Periodic Screening, Diagnosis and Treatment) provides additional Medicaid benefits to children ages birth to 21. These services are accessed through the primary care physician. For more information, call 1-800-688-6167 or log on to www.colorado.gov/hcpf.

### Age 15

Under the Individuals with Disabilities Education Act (IDEA) transition planning will be included in the development of the IEP for each student receiving special education services beginning when the student is 15, or no later than the end of 9th grade. This transition planning process should consider what educational needs the student will continue to have in school, in addition to what will happen when he or she transitions from school to adult life. When a student turns 15, and earlier if appropriate, the IEP must include statements of specific transition services including linkages to the agencies that will provide supports to the individual after high school. Although an individual may be eligible for VR services as early as age 16, the time at which a student should be referred to VR for services is unique to each individual, and does not correspond to a specific age, or a specific event such as graduation. Rather it should occur at a time when the student’s emphasis shifts from an academic focus to an employment focus, and the youth becomes available for vocational programming. Typically this would be during the last year of school services.

### Age 18

Age 18 is perhaps one of the most important ages for any person. Everyone automatically becomes an emancipated adult under Colorado law. Parents may want to consider guardianship if their son or daughter is not able to make decisions for themselves. It is important to know that emancipation is automatic unless the parent purposefully goes through a legal process to get guardianship. Guardianship may be obtained through the county Probate Courts. The Guardianship Alliance may be a resource for additional information: www.guardianshipallianceofcolorado.org or 303-228-5382.
HCBS-DD and HCBS-SLS waiver services are available for adults, age 18 and older. However, unlike public education, these waiver services are not an entitlement. There may be waiting lists for services. When services are available, they can be provided in combination with (but not duplicate) a school program and Vocational Rehabilitation (VR) services. If the student is enrolled in the Home and Community Based Services Children’s Program or the Children’s Extensive Supports (HCBS-CES), these services end at age 18.

At age 18, all adults with a developmental disability, if not already SSI eligible, are encouraged to apply for SSI benefits by contacting the Social Security Administration (1-800-772-1213) and Medicaid benefits by calling 1-800-221-3943.

If Medicaid eligible, it is recommended that families begin reviewing their child’s long-term medical and care needs for items that are covered under Early and Periodic Screening Diagnosis and Treatment (EPSDT). At age 21, EPSDT will no longer be available.

If the student is on a waiting list for HCBS-DD or HCBS-SLS waiver services at age 18, the family may want to consider applying for the Elderly, Blind and Disabled waiver through county social services.

The student can register to vote. Males must register for the Selective Service.

### Age 21

Entitlement for Public Education ends.

If the student is Medicaid eligible, general Medicaid benefits will continue, however, EPSDT will no longer be available after their 21st birthday.

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**Sam**

Sam is a 14-year old sophomore who is receiving special education services at his local high school due to autism, aggressive behaviors and poor academic performance that resulted in the need for educational accommodations. His parents are concerned about what Sam’s future might hold for him as an adult because of his aggressive behaviors and have been uneasy about considering residential services. His behaviors have become increasingly more difficult to manage at home. His parents recently attended a parent training workshop where they heard a presentation about HCBS-SLS waiver services through the CCB. Sam’s parents have asked that the local CCB case manager/service coordinator be invited to his next IEP meeting. The service coordinator was able to attend this initial planning meeting, obtain releases to gather information and begin the eligibility determination process with the CCB. At age fourteen, Sam is not eligible for adult HCBS-SLS services, but early planning will help to ensure a smooth transition beginning at age 18, or when enrollments become available. The CCB is able to provide the family information about the types of services available now, such as the Family Support Services Program (FSSP) and other non-educational services that may be available to Sam through the SLS program once he reaches age 18. For now, the primary role of the CCB is to assist the IEP team in developing IEP goals and objectives that support successful transition to work, community and independent living. Formal arrangements are made on ways to track Sam’s progress, to share updated information with the CCB and to keep Sam and his parents up-to-date on the status of future services.
### Community Centered Boards

Agency name, address, city & telephone number where the main office is located.

<table>
<thead>
<tr>
<th>Number</th>
<th>Agency Name</th>
<th>Address</th>
<th>City, State Zip Code</th>
<th>Phone Number</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Blue Peaks Developmental Services</td>
<td>703 Fourth Street, Alamosa, CO 81101</td>
<td>(719) 589-5135</td>
<td></td>
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<tr>
<td>2</td>
<td>Colorado Bluesky Enterprises</td>
<td>115 West 2nd Street, Pueblo, CO 81003</td>
<td>(719) 546-0572</td>
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<tr>
<td>3</td>
<td>Community Connections</td>
<td>281 Sawyer Drive, #200, Durango, CO 81301</td>
<td>(970) 259-2464</td>
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<tr>
<td>4</td>
<td>Community Options</td>
<td>336 South 10th Street, Montrose, CO 81402</td>
<td>(970) 249-1412</td>
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<tr>
<td>5</td>
<td>Developmental Disabilities Resource Center</td>
<td>11177 W. 8th Avenue, Lakewood, CO 80215</td>
<td>(303) 233-3363</td>
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<tr>
<td>6</td>
<td>Developmental Pathways</td>
<td>325 Inverness Drive South, Englewood, CO 80112</td>
<td>(303) 360-6600</td>
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<tr>
<td>7</td>
<td>Eastern Colorado Services</td>
<td>617 South 10th Ave., Sterling, CO 80751</td>
<td>(970) 522-7121</td>
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<tr>
<td>8</td>
<td>Envision</td>
<td>1050 37th Street, Evans, CO 8062</td>
<td>(970) 339-5360</td>
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<td>9</td>
<td>Foothills Gateway</td>
<td>301 Skyway Drive, Fort Collins, CO 80525</td>
<td>(970) 226-2345</td>
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<tr>
<td>10</td>
<td>Horizons Specialized Services</td>
<td>405 Oak, Steamboat Springs, CO 80477</td>
<td>(970) 879-4466</td>
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<tr>
<td>11</td>
<td>Imagine!</td>
<td>1400 Dixon Avenue, Lafayette, CO 80026</td>
<td>(303) 665-7789</td>
<td></td>
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<tr>
<td>12</td>
<td>Inspiration Field</td>
<td>612 Adams Avenue, La Junta, CO 81050</td>
<td>(719) 384-8741</td>
<td></td>
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<tr>
<td>13</td>
<td>Mountain Valley Developmental Services</td>
<td>700 Mount Sopris Drive, Glenwood Springs, CO 81602</td>
<td>(970) 945-2306</td>
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<tr>
<td>14</td>
<td>North Metro Community Services</td>
<td>1001 West 124th Ave., Westminster, CO 80234</td>
<td>(303) 252-7199 or (303) 457-1001</td>
<td></td>
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<tr>
<td>15</td>
<td>Rocky Mountain Human Services</td>
<td>9900 East Iliff Avenue, Denver, CO 80231</td>
<td>(303) 636-5600</td>
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<tr>
<td>16</td>
<td>Southern Colorado Developmental Services</td>
<td>1205 Congress Drive, Trinidad, CO 81082</td>
<td>(719) 846-4409</td>
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</tr>
<tr>
<td>17</td>
<td>Southeastern Developmental Services</td>
<td>1111 South Fourth Street, Lamar, CO 81052</td>
<td>(719) 336-3244</td>
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<tr>
<td>18</td>
<td>Starpoint</td>
<td>700 South 8th St, Canon City, CO 81215</td>
<td>(719) 275-1616</td>
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<tr>
<td>19</td>
<td>Strive</td>
<td>950 Grand Avenue, Grand Junction, CO 81502</td>
<td>(970) 243-3702</td>
<td></td>
</tr>
</tbody>
</table>

### Who to Contact About More Information

If you are interested in finding out more about any of these services, please contact the Community Centered Board in your area. The counties are listed alphabetically. Match the number code below with the Community Centered Board listed above.

![Map of Colorado showing county divisions](image-url)
Listings of Local Offices

Colorado Division of Vocational Rehabilitation

Regional Offices
Administrative Office 303-866-4150

- Alamosa 719-589-5158
- Aurora 303-337-4610
- Boulder 303-444-2816
- Canon City 719-269-2076
- Colorado Springs 719-635-3585
- Craig 970-824-9671
- Delta 970-874-5781
- Denver Metro 303-866-2500
- Durango 970-247-3161
- Edwards 970-926-1515
- Frisco 970-668-0234
- Ft Collins 970-223-9823
- Ft Morgan 970-542-9376
- Glenwood Springs 970-945-9174
- Golden 303-866-4121
- Grand Junction 970-248-7103
- Greeley 970-351-8263
- Greenwood Village 303-821-2089
- Lamar 719-336-7712
- Limon 719-775-8819
- Longmont 303-776-6878
- Montrose 970-249-4468
- Northglenn 303-866-2110
- Pueblo 719-544-1406
- Salida 719-539-9670
- Steamboat 970-871-4853
- Sterling 970-522-3737
- Trinidad 719-846-7934

Special Education Administrative Units

- Adams County
  - District 1 - Mapleton 303-853-1128
  - District 12 - 5 Star Schools 720-972-4772
  - District 14J - Commerce City 303-853-3246
  - District 27J - Brighton 303-655-2925
  - District 50 - Westminster 303-657-3861

- Arapahoe County
  - District 1 - Englewood 303-806-2011
  - District 2 - Sheridan 720-833-6601
  - District 5 - Cherry Creek 303-773-1184
  - District 6 - Littleton 303-347-3472
  - District 28J - Aurora 303-340-0510

- Boulder County
  - St Vrain Valley RE1J-Longmont 303-772-7700
  - Boulder Valley RE2 - Boulder 720-561-5152

- Delta County
  - District 50J - Delta 970-874-7607

- Denver County
  - District 1 - Denver 720-423-3437

- Douglas County
  - District RE 1 303-387-0172

- Eagle County
  - Eagle County Schools 970-328-7924

- Elbert County
  - Elizabeth SD C-1 303-646-1844

- El Paso County
  - District 2 - Harrison 719-579-3241
  - District 3 - Widefield 719-391-3079
  - District 8 - Fountain 719-382-1300
  - District 11 - CO Springs 719-520-2148
  - District 12 - Cheyenne Mtn 719-457-6100
  - District 20 - Academy 719-234-1324
  - District 38 - Lewis-Palmer 719-785-4208
  - District 49 - Falcon 719-495-1100

- Fremont County
  - District RE 1 - Canon City 719-276-5717

- Gunnison County
  - Gunnison County 719-641-7770

- Jefferson County
  - District R1 - Lakewood 303-982-3568

- Larimer County
  - Poudre SD - Fort Collins 970-482-7420
  - Thompson R-2J - Loveland 970-613-5000
  - Estes Park R-3 970-586-2361

- Logan County
  - Logan RE-1 Valley-Sterling 970-522-0792

- Mesa County
  - District 51 - Grand Junction 970-254-5309

- Moffat County
  - District RE 1 - Craig 970-826-4249

- Montrose County
  - District RE-1 - Montrose 970-249-2405

- Morgan County
  - District RE-3 - Fort Morgan 970-370-6130

- Pueblo County
  - Pueblo SD 60 (Urban) 719-423-3041
  - Pueblo County SD 70 (Rural) 719-295-6532

- Weld County
  - District RE 4 - Windsor 970-686-8022
  - District RE-5J - Johnstown-Milliken 970-587-6050
  - District 6 - Greeley 970-348-6103

- Fort Lupton/Keenesburg Consortium
  - District RE 8 - Fort Lupton 303-536-2000
  - District RE 3J - Keenesburg 303-536-2000

- Centennial BOCES - Fort Morgan 970-352-7404

- East Central BOCES - Limon 719-775-2342

- Mount Evans BOCES
  - Platte Canyon SD 303-679-7441

- Mountain BOCES - Leadville 970-948-7536

- Northeast Colorado BOCES - Haxtun 970-774-6152

- Northwest Colorado BOCES - Steamboat Springs 970-879-0391

- Pikes Peak BOCES - Colorado Springs 719-380-6258

- Rio Blanco BOCES - Rangely 970-675-2064

- Santa Fe Trails BOCES - La Junta 719-383-2623

- San Juan BOCES - Durango-Dolores 970-247-3261

- San Luis Valley BOCES - Alamosa 719-589-5851

- South Central BOCES - Pueblo 719-647-0023

- Southeastern BOCES - LamarSpringfield 719-336-9046

- Uncompahgre BOCES - Ridgway 970-626-2977

- Ute Pass BOCES - Manitou Springs 719-685-2640

- Colorado School for the Deaf and Blind 719-578-2177

- Charter School Institute 303-866-6021

- Colorado Department of Education Exceptional Student Services Unit
  - 1560 Broadway Ste. 1175 Denver, CO 80202 303-866-6694

http://www.cde.state.co.us/cdesped/SP ED-Dir.asp#BOCES