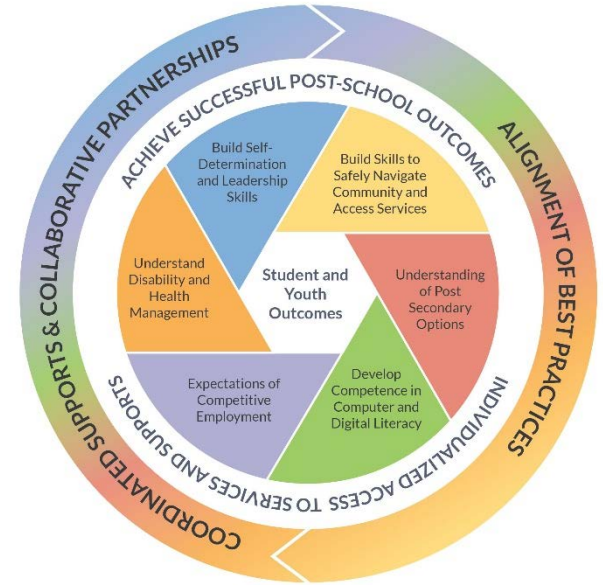




Engaging Agencies to Improve Student Outcomes: Colorado's Sequencing of Services Framework: Part 1

June 9th, 2022

Transition Leadership Institute



Who we are??

Katie Oliver (CDE)

School to Work Initiatives Consultant,
Exceptional Student Services

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Secondary Transition Specialist,
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Cheryl Carver (DVR)

Youth Services and Transition Unit Manager,
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Jennifer Stewart (COEF)

Contracted Transition Liaison

Katie Taliercio (HCPF)

Employment Contract Specialist, Office of
Community Living, HCPF

Steve Wright (CDLE)

Governor's Summer Job Hunt Coordinator,
Workforce Development Programs

Agenda

- Overview of Services of Services Initiative
- Coordinated Student Planning
 - CDE, HCPF, DVR and Workforce State Partners
- Vision for 2023 and Beyond

Overview of Sequencing of Services Initiative

Who is This Work For?

How can we improve our systems for families and students with disabilities?

- Improve mapping out resources
 - Improve systems of referrals
- Improve information about what is available!!

Overview of Sequencing of Services Initiative

In 2019 a state level team came together
to say.....

We must improve interagency
collaboration

“It takes a village!”



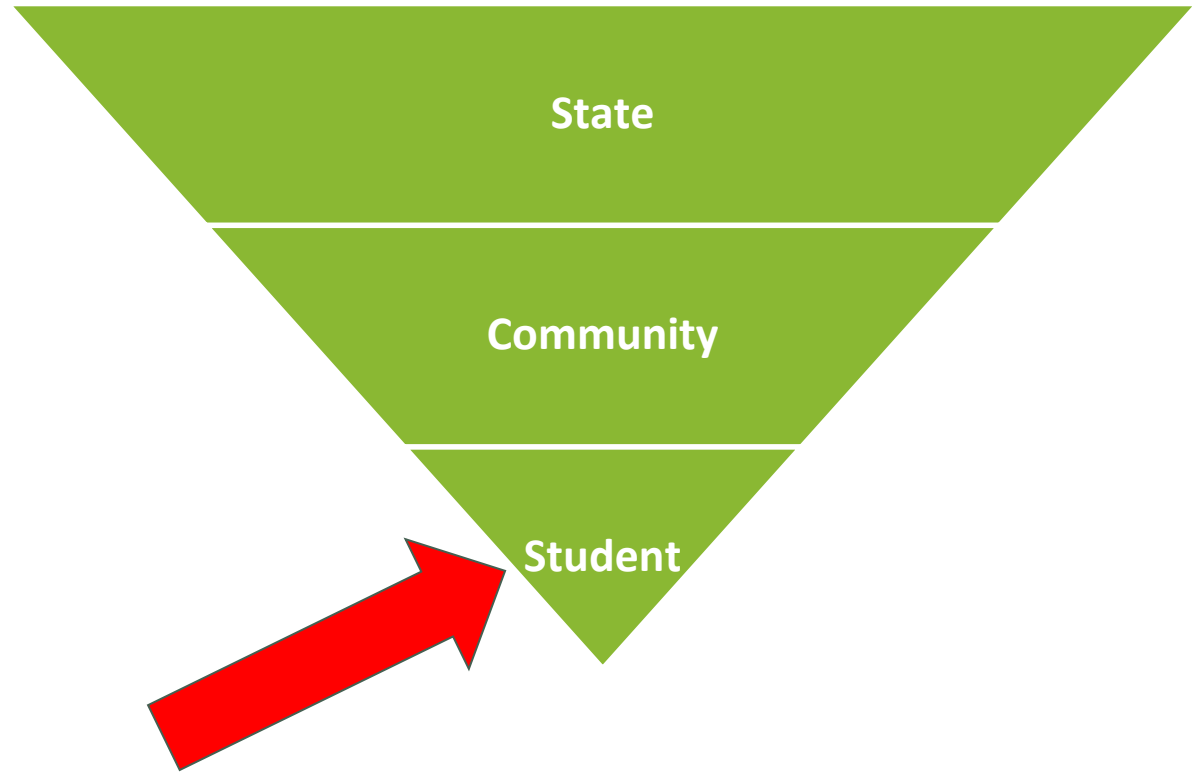
Colorado Transition Team for Students with Disabilities



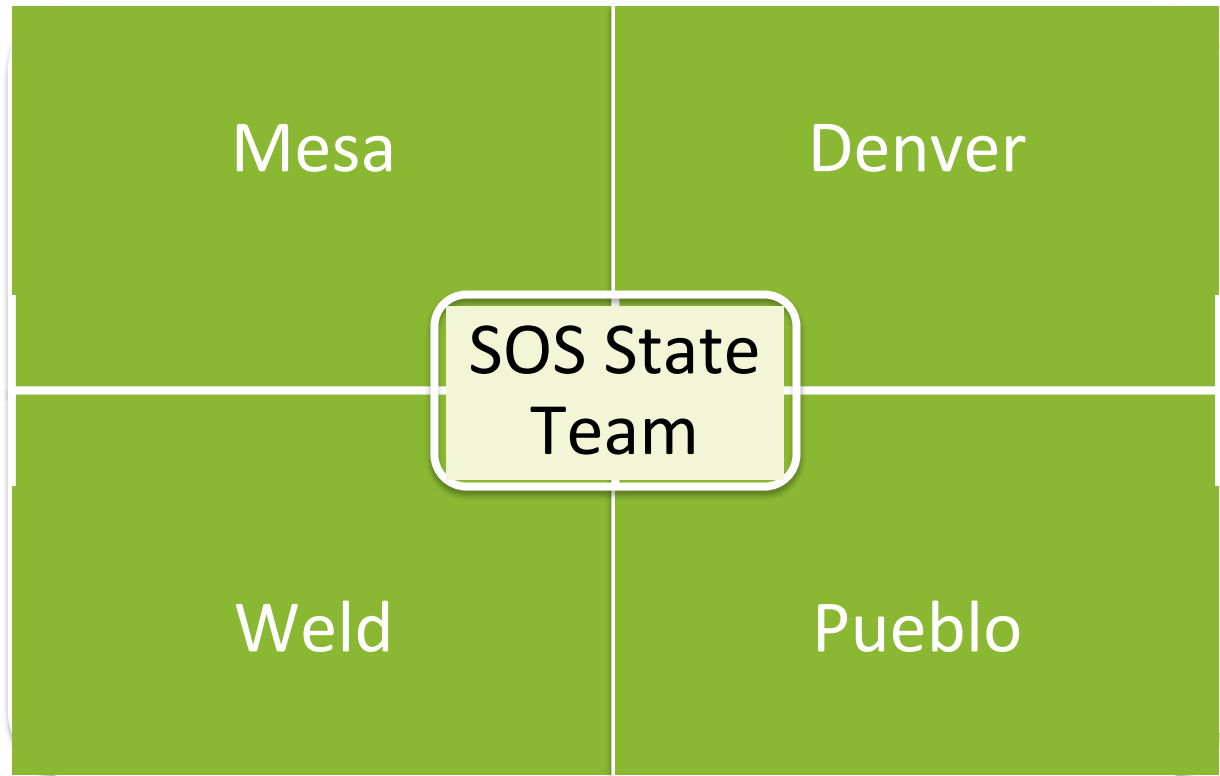
Overview of Sequencing of Services Initiative

- Partnering at younger ages during high school
- Student outcomes in particular, employment
- Self-determination and high expectations
- Increase agency coordination and collaboration
- Create consistent language around the 6 Core Student Outcomes:
 - Build Self-Determination and Leadership Skills
 - Build Skills to Safely Navigate Community and Access Services
 - Understand Post-Secondary Options
 - Develop Competence in Computer and Digital Literacy
 - Expectation of Competitive Employment
 - Understand Disability and Health Management

Overview of Sequencing of Services Initiative



Overview of Sequencing of Services Initiative



Key Components in Operationalizing the Sequencing of Services Framework:

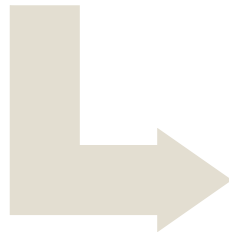
- Build your Interagency Transition Team
- Develop shared understanding of transition services
- Collaboration with Families is essential
- Competitive Integrated Employment is an Essential Goal
- Shared Communication Practices Support the Tracking of Student Growth
- Utilize the Student Driven Process to Support the Student's Vision

Overview of Sequencing of Services Initiative

Overview of Sequencing of Services Initiative

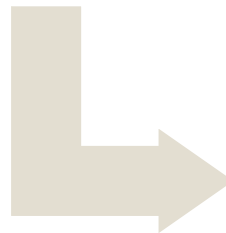
State Level Framework

- New 6 Core Student Outcomes-Interagency Model



Community Level Team

- Interagency teams
- Local SOS workbook
- Shared understanding



Student and Youth Level Impact

- Assessment of needs and goals for the 6 Core Student Outcomes
- Interagency partners support students towards success

Coordinated Student Planning

CDE, HCPF, DVR and Workforce State Partners

Coordinated Student Planning

- Four pilot sites move into Phase 2-
Piloting the framework with
students:
 - 8-12 students are identified to pilot the
SOS framework:
 - Current practices, planning, assessment
related to the 6 Core Student Outcomes
 - Set goals for appropriate outcomes- SOS
Student Plan
 - Utilize local workbook to identify
resources, services and partners
 - Coordinated student planning meetings

Coordinated Student Planning

1. Identify students (range of age and services needed)
2. Assessment related to the 6 core student outcomes
 - Build Self-Determination and Leadership Skills
 - Build Skills to Safely Navigate Community and Access Services
 - Understand Post-Secondary Options
 - Develop Competence in Computer and Digital Literacy
 - Expectation of Competitive Employment
 - Understand Disability and Health Management
3. Set goals related to the 6 core student outcomes
4. Develop a student level Sequencing of Services plan
5. Engage partners based on SOS workbook
6. Begin coordinated student planning

Coordinated Student Planning

**WELCOME- Student Planning
Team!!!**

Student- Family

CDE, HCPF, DVR and Workforce State Partners

Case Scenario

Amy

- Amy is 19 years old and was identified with an Intellectual Disability in first grade due to a full-scale IQ of 63 and comparable adaptive behavior.
- She is currently receiving 18-21 educational services in a community-based transition program for 18–21. She is planning to continue to receive services until she turns 21.
- Throughout the last several years, Amy has undergone transition assessments and career exploration opportunities through the school district.

Sequencing of Services Assessments for 6 Core Outcomes



Build Self-Determination and Leadership Skills

Assessments	Identified Needs and Areas for Support	Goal

Build Skills to Safely Navigate the Community and Access Services

Assessments	Identified Needs and Areas for Support	Goal

Understand Post-Secondary Education and Training Options

Assessments	Identified Needs and Areas for Support	Goal

Develop Competence in Computer and Digital Literacy

Assessments	Identified Needs and Areas for Support	Goal

Expectation of Competitive Employment

Assessments	Identified Needs and Areas for Support	Goal

Understand Disability and Health Management

Assessments	Identified Needs and Areas for Support	Goal

Case Scenario

Based on the transition assessment and her career exploration experiences that took place, Amy will need support with 4 of the 6 Core Student Outcomes from Sequencing of Services.

- **Build Self-Determination and Leadership Skills**
 - Wants to develop more independence and confidence
- **Build Skills to Safely Navigate Community and Access Services**
 - Wants to live in the community
 - Needs bus transportation
 - Wants to be social and have recreational activities
- **Expectation of Competitive Employment**
 - Wants to work and will need support from a job coach
- **Understand Disability and Health Management**
 - Has some medical support needs

Case Scenario

Who should be involved in her coordinated student planning team?

Case Scenario

Student Planning Meeting

Invited Team Members:

- Amy
- Family
- HCPF (local CCB)
- DVR
- School Staff
- Workforce

Discussion

Case Scenario

- What are some services that will benefit Amy?
- What is the next step in the application/eligibility process?
- How can we share information?
- How can we track our communication?

Sequencing of Services Interagency Collaboration Notes for Student Planning

School Team + Division of Vocational Rehabilitation + Community Centered Board + Center for Independent Living + Additional Partners as Appropriate

- Date (00/00)
- Check this document weekly for updates
- When emailing be sure to cc' members of student's team



<p>Youth: Name</p> <p>School or Program:</p> <p>School Transition IEP: <i>Career/Employment Goal:</i> <i>Education/Training Goal:</i> <i>Independent Living Goal:</i></p> <p>CIL Independent Living Plan: <i>Goal:</i></p> <p>DVR IPE: <i>Employment Goal:</i></p> <p>**CCB Connected? YES or NO or IN PROCESS or N/A ** SSI: YES or NO ** Guardianship: IN PLACE or NO</p>			
Agency or Team	Outcomes of Work/Meeting with Youth	Follow up Needed	Questions
School Team <i>Staff Contact Name</i>			
CIL <i>Staff Contact Name</i>			
DVR <i>Counselor Name</i>			
XXXX <i>Staff Contact Name</i>			



Sequencing of Services Flow of Services: Individual Student Level

Student Name: Amy

Date: 6/9/2022 Age: 19

Post-secondary Vision: Employment, live in the community, bus, friends, recreation



Build Self-Determination and Leadership Skills					<ul style="list-style-type: none"> •Wants to develop more independence and confidence 	
Build Skills to Safely Navigate the Community and Access Services					<ul style="list-style-type: none"> •Wants to live in the community •Needs bus transportation •Social and have recreational activities 	
Expectation of Competitive Employment					<ul style="list-style-type: none"> •Wants to work and will need support from a job coach 	
Understand Disability and Health Management					<ul style="list-style-type: none"> •Has some medical support needs 	
Roles & Responsibilities of:						
Education					<ul style="list-style-type: none"> •Self-advocacy, self-determination 	
Vocational Rehabilitation					<ul style="list-style-type: none"> •Job coach •Job placement 	
Family					<ul style="list-style-type: none"> •Support community engagement and recreation 	
Workforce					<ul style="list-style-type: none"> •Support job preparation with interviewing and resume 	
HCPF (local CCB)					<ul style="list-style-type: none"> •Waiver- residential support •Health support 	

Vision for 2023 and Beyond

Vision for 2023 and Beyond

- Cross Pilot Learning Communities and Training
- Expansion into 3 New Communities selected after Transition Leadership Institute
- Support one existing interagency transition team to utilize the SOS Framework and tools

Continue to work on:

- Workbook accessibility and usability
- Website, family friendly language and Spanish
- Assessments, tools and resources to support knowledge in the 6 Core Student Outcomes

Vision for 2023 and Beyond

- To become a pilot site after the Transition Leadership Initiative set goals around Interagency Collaboration!!!
- Our state team will connect with you and make sure it is a good fit for your community
- If you want to learn more and explore the tools on your own visit:

<http://www.cde.state.co.us/sequencingofservices>

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CONTACT US!!!

<http://www.cde.state.co.us/sequencingofservices>

Thank you-
Questions??

NTACT
THE **COLLABORATIVE**
Improving Opportunities & Outcomes

