Local Sequencing of Services Workbook

A circular graphic with multiple layers. In the center of the circle, student and youth outcomes.

Around that, the six 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; expectations of competitive employment and understand disability and health management.

Around the outcomes, achieve successful post-school outcomes and individualized access to services and supports.

Finally around the outside, coordinated support and collaborative partnerships and alignment of best practices.

# WELCOME TO DEVELOPING YOUR LOCAL SEQUENCING OF SERVICES WORKBOOK FOR YOUR COMMUNITY!!!

The vision of the Sequencing of Services Framework is to demonstrate what programming and services, across a continuum of ages, are available to students and how different entities can all work together.

Visit the website to learn more: [Colorado’s Sequencing of Services for Students and Youth with Disabilities](http://www.cde.state.co.us/sequencingofservices)

Before you begin make sure you have considered the key components to developing a strong sequencing of services framework and outline of services and supports for students and youth with disabilities.

**Key Components:**

* Building Your Interagency Transition Team:
* Shared Transition Vision
  + Vision:
  + Purpose:
* Collaboration with Families
* Competitive Integrated Employment
* Shared Communication Practices
* Student Led Planning

Visit the website to learn more: [Key Components](http://www.cde.state.co.us/sequencingofservices/keycomponents)

**INSTRUCTIONS:**

There are 6 pages in this workbook for each of the Core Outcomes within the Sequencing of Services Framework. For each Core Outcome page, find and complete the **Fill Out Your Local Template** table. Each row in the table should list an interagency partner that supports the Core Outcome and details the services they can provide to support students and youth by age group. Above each table, you will find **Possible Skill Development Benchmarks to Achieve the Long-term Core Outcome**. This is a description of possible skills and opportunities for development that should align with the services that are provided.

For more details and examples of what to expect for each Core Outcome visit the website to learn more: [The 6 Core Student Outcomes](http://www.cde.state.co.us/sequencingofservices/coreoutcomes)

Complete all 6 pages for a complete workbook of how your interagency transition team can comprehensively get students and youth with disabilities all 6 of the Core Outcomes as a part of their transition services and plan.

## TIMELINE FOR CONNECTION TO AGENCIES: [Shared Communication Practices Support the Tracking of Student Growth | CDE (state.co.us)](http://www.cde.state.co.us/sequencingofservices/component-communicationpractices)

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| **Less than 14** | **Age 14** | **Age 15-16** | **Age 17-18** | **Age 19-21** | **Age 22-24** |
| * Person Centered Planning      * Connect to Medicaid waiver programs through a Community Center Board * Family Support Programming * Complete application for Behavioral Health Services | * Person Centered Planning (incorporate with IEP/504)      * Connect with Independent Living Center * Connect to local workforce center * Connect to Benefits Planning Counselor * Submit application for HCBS-DD Waiver services | * Person Centered Planning (incorporate with IEP/504)      * Apply for mental health services (age 15) * Refer DVR for Pre-ETS * Apply for DVR, as appropriate | * Person Centered Planning (incorporate with IEP/504)      * Submit application for SSI * Apply for DVR, as appropriate * Planning/preparing Transition from Children’s to adult HCPF (17 years) Linking to information * Connection made to IDEA 18-21 Services | * Person Centered Planning (incorporate with IEP/504)      * IDEA 18-21 Services * Apply for DVR, as appropriate * Choice transitions CCT at 18 + * Transition to Adult HCPF services | * Person Centered Planning      * Apply for DVR, as appropriate * Adult HCPF Services |

## EXAMPLE OF A LOCAL SEQUENCE OF SERVICE FOR 1 CORE OUTCOME:

Build Self-Determination and Leadership Skills

**GOAL:** To have each student develop the skills and knowledge to understand their strengths and areas of need, set and achieve goals for themselves and achieve them, and to work with other people and to be a leader in their own life.

**Possible Skill Development Benchmarks to Achieve the Long-term Core Outcome:**

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| **Age** | **Possible Skill Development Benchmarks to Achieve the Long-term Core Outcome:** |
| Less Than 14 | • Development of self-reliance skills. •Increased self-awareness and participate in making choices. • Development of personal unique interests, talents, and aspirations |
| Age 14 | • Participates in Volunteer and Civic Activities. • Engages in Person Centered Planning Process. |
| Age 15-16 | • Participates in Student Leadership Activities. • Identifies Needs and Can Appropriately Self-Advocate. |
| Age 17-18 | • Participates in Peer Mentorship. • Leads Personal Planning Sessions (IEP, ICAP, IPE, etc.) and Evaluates Progress Toward Goal. |
| Age 19-21 | • Develops of Self-Reliance Skills. • Identify Supports Needed to Reach Personal Goals and Monitors Progress. |
| Age 22-24 | • Demonstrates Leadership in Groups and Mentors Others. • Demonstrates Self-Determination/ Advocacy. |

Fill Out Your Local Template: *Build Self-Determination and Leadership Skills*

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| Interagency Transition Team Partners | Less Than Age 14 | Age 14 | Age 15-16 | Age 17-18 | Age 19-21 | Age 22-24 |
| Independent Living Center | Self-advocacy training | Disability awareness, peer mentoring | Advocating for accommodations | Self-advocacy training, peer mentoring | Community support | Community Support |
| Division of Vocational Rehabilitation |  |  | Pre-ETS, Self-advocacy training | Pre-ETS, Youth Leadership Forum | Pre-ETS | Job counseling |
| School Transition Teacher | Self-advocacy instruction | Self-advocacy instruction | Self-advocacy instruction | Self-advocacy instruction | Self-advocacy instruction |  |

## Build Self-Determination and Leadership Skills

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Fill Out Your Local Template: *Build Self-Determination and Leadership Skills*

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## Build Skills to Safely Navigate the Community and Access Services

**GOAL**: To have each student gain the skills to safely navigate their community and understand the resources and services available to them.

**Possible Skill Development Benchmarks to Achieve the Long-term Core Outcome:**

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| **Age** | **Possible Skill Development Benchmarks to Achieve the Long-term Core Outcome:** |
| Less Than 14 | •Understands adolescence and changes to my body through a disability lens. •Develops self-care skills. •Develops skills to maintain mental wellness. |
| Age 14 | •Understands and practices health and disability management skills needed for independence. •Develops social media health and safety skills. |
| Age 15-16 | •Participates in a variety of community-based instruction. •Accesses community safely. •Engages in daily living activities, including recreation. •Explores future living options in home of their own. •Obtains a driver’s license/Colorado ID. •Uses public transportation. •Increases skills in financial literacy. |
| Age 17-18 | • Increased independence and identified future environments for Community Based instruction. • Participates in social activities with supports or independently. • Volunteers in their community at non-profit/community services. • Identifies future living plans. • Eligibility WIOA services explored. • Registered for Selective Services. • Understands transfer of rights and responsibilities under IDEA. • Prepared to apply for HCPF waivers (multiple). • Makes and Keeps appointments. • Understands guardianship options/alternatives. • Registered to Vote and knows the rights of people with disabilities. • Practices budgeting skills. |
| Age 19-21 | • Masters’ safety skills needed to navigate community. • Increases interpersonal, civic, and community engagement in their chosen community. • Understands how to engage and advocate within service systems including Medicaid and DVR. • Understands the various housing options and selects desired option. • Participates in elections by voting. • Demonstrates financial literacy. |
| Age 22-24 | • Safely navigates community. • Understands and practices adult rights and responsibilities. • Lives in chosen community/home with supports as needed. • Engages in civic responsibilities. • Pays bills and addresses financial needs. |

Fill Out Your Local Template: *Build Skills to Safely Navigate the Community and Access Services*

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## Understand Post-Secondary Education and Training Options

**GOAL**: To have each student gain an understanding of opportunities after high school to expand their training, knowledge and skills through additional programs and schooling.

**Possible Skill Development Benchmarks to Achieve the Long-term Core Outcome:**

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| **Age** | **Possible Skill Development Benchmarks to Achieve the Long-term Core Outcome:** |
| Less Than 14 | • Explores different types of post-secondary education and training options. • Explores potential career pathways that align with likes/dislikes. |
| Age 14 | • Develops an understanding of the potential costs, benefits, and challenges including personal, social, environmental and/or family implications, of post-secondary opportunities. • Considers concurrent and dual enrollment including CTE/ACE, etc. •Identifies career pathways that align with their skills, interests/abilities/LMI. • Engages in coursework, placement opportunities, extra – curricular clubs, organizations, and college or workforce preparation programs. |
| Age 15-16 | • Understands financial aid options specific to SWD (benefits counseling, ABLE, Medicare waivers, college accounts). • Explores the environment of post-secondary schools. • Selects course of study that reflect career pathway. • Utilizes academic advisors to inform academic trajectory. • Understands supported decision making and guardianship and the relationship to post-secondary education. |
| Age 17-18 | • Identifies higher education options that align with career goal and previously identified needs (2/4 yr. degree programs, apprenticeships military service, career and technical colleges, and service-learning inclusive education. • Participates in post-secondary education and training tours/visit. • Understands differences in modification vs. accommodation. • Understands differences between IDEA and ADA law regarding supports and services. • Creates portfolio and submits application (if relevant submit financial aid application). • Identifies living options including location and roommates. |
| Age 19-21 | • Participates in training program that supports identified career pathway. • Connects to on campus resources/understands their availability (disability specific supports). • Understands adult rights and responsibilities and how it pertains to the post-secondary environment. |
| Age 22-24 | • Utilizes career center to job hunt and/or plan for graduation from post-secondary program. • Self-advocates and communicates desires and needs in post-secondary environment in preparation for or engagement in transition out of post school. • Continues to access academic supports needed to reach educational goals. |

Fill Out Your Local Template: *Understand Post-Secondary Education and Training Options*

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## Develop Competence in Computer and Digital Literacy

**GOAL**: To have each student gain skills to access a computer and the internet to expand their opportunities for connection and skill building.

**Possible Skill Development Benchmarks to Achieve the Long-term Core Outcome:**

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| **Age** | **Possible Skill Development Benchmarks to Achieve the Long-term Core Outcome:** |
| Less Than 14 | • Demonstrate basic skills of digital literacy. • Manage personal data maintaining digital privacy and security. • Aware of the permanence of their actions in the digital world including impact of cyber bullying. |
| Age 14 | • Access and Practice digital literacy across platforms including social media. • Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices. • Demonstrates an understanding of, and respect for the rights of others in digital environments. |
| Age 15-16 | • Reads and interprets media across digital environments. • Collaborates and communicates with different social media users.  • Aware of data-collection technology used to track their navigation online. |
| Age 17-18 | • Applies new knowledge gained from a wide range of source. • Designs and delivers digital and social media content that reflects critical thinking. • Cultivates digital identity and reputation. |
| Age 19-21 | • Evaluates and applies new knowledge gained from digital environments, including social media. • Uses technology tools for day-to-day activities including employment-related activities. • Evaluates the accuracy and validity of social media. |
| Age 22-24 | • Completes tasks effectively in a digital environment. • Uses communication tools and networks effectively to locate, evaluate, use, construct, and express information. • Utilizes social media to enhance their community engagement. |

Fill Out Your Local Template: *Develop Competency in Computer and Digital Literacy*

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## Expectation of Competitive Employment

**GOAL**: To have each student gain pre-employment transition services, work-based learning experiences and informative assessments throughout their high school years to make progress toward their employment related goal. Each student will have a paid employment experience before they leave high school increasing their changes of competitive, integrated employment when they move into the community.

**Possible Skill Development Benchmarks to Achieve the Long-term Core Outcome:**

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| **Age** | **Possible Skill Development Benchmarks to Achieve the Long-term Core Outcome:** |
| Less Than 14 | • Expects to be employed in a community, integrated job. • Exposed to benefits counseling. • Identifies employment opportunities in their community. • Understands the connection between work and academic skills. • Understands the process to obtain employment. |
| Age 14 | • Goals for post-secondary employment supports career pathway of interest. • Understands the basics of financial literacy the benefits of employment. • Identified personal attributes in teamwork, conflict management, problem-solving and learning. • Understands the concept and standards of work performance. |
| Age 15-16 | • Ability to navigate benefit information and tools. • Research labor market information and identified careers of interest. • Acquire skills in conflict management, problem solving, and teamwork. • Developed resume (written, visual and/or video), cover letter template, reference, and network. • Participates in school and community workplace opportunities to build skills and experiences. |
| Age 17-18 | • Participated in competitive integrated employment experiences. • Understand available benefits and how they support reaching career goals. • Learn about their benefits and then management of benefits. • Discover training options and requirement(s) for occupations of interests. • Apply core work skills including, teamwork, problem solving, conflict management. • Demonstrate skills of finding jobs, completing applications, contacting potential employers, and engaging in mock interviews. • Develop and practice work performance skills through work opportunities and experiences. |
| Age 19-21 | • Paid competitive integrated employment. • Understand SSA income reporting options and work incentives. • Behaviors critical to succeed in workplace. • Apply for jobs of interest with targeted resume, cover letter and references. • Demonstrates ability to be reliable, dedicated, productive, cooperative, self-disciplined and quality work performance skills through work-based learning experiences and real work opportunities. |
| Age 22-24 | • Achieve post-secondary employment outcome. • Financial Literacy for Benefits Counseling. • Utilize SSA work incentives. • Career Pathways- Set individual career advancement goals in selected career pathway. • Employability Skills- Integrate work skills and apply lifelong learning habits and behaviors in real world situations. • Job Seeking Skills- Demonstrate interview skills and job seeking, including networking with confidence. • Work Opportunities and Performance- Employed in competitive, integrated employment of their choice. |

Fill Out Your Local Template: *Expectation of Competitive Employment*

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| Interagency Transition Team Partners | Less Than Age 14 | Age 14 | Age 15-16 | Age 17-18 | Age 19-21 | Age 22-24 |
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## Understand Disability and Health Management

**GOAL:** To have each student have the skills to manage their own healthcare and decision making.

**Possible Skill Development Benchmarks to Achieve the Long-term Core Outcome:**

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| --- | --- |
| **Age** | **Possible Skill Development Benchmarks to Achieve the Long-term Core Outcome:** |
| Less Than 14 | •Understands adolescence and changes to my body through a disability lens. •Develops self-care skills. •Develops skills to maintain mental wellness. |
| Age 14 | • Understands and practices health and disability management skills needed for independence. • Develops social media health and safety skills. |
| Age 15-16 | • Develops positive disability identify and pride. • Understands and identifies healthy relationships. |
| Age 17-18 | • Practices Health and disability management skills needed for independence. • Establishes care with adult health provider. |
| Age 19-21 | • Leads or identifies decision maker for clinical health visits with healthcare providers. • Practices healthy relationships skills. • Demonstrates self-care skills. • Demonstrates skills necessary to maintain mental wellness |
| Age 22-24 | • Leads and manages own mental and behavioral health car. • Communicates needs in a variety of settings effectively. • Understand and manages health benefits. |

Fill Out Your Local Template: *Understand Disability and Health Management*

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