# Colorado Framework for Transition: Sequencing of Services (SoS) Implementation Checklist

The SoS Implementation Checklist outlines recommended practices to support the local interagency teams in successfully implementing the Core Components of the Colorado Framework for Transition. The practices collectively provide structure to the implementation of the Framework.

To complete the Checklist, the team should review and discuss each practice within each of the Core Component areas, i.e., Building Your Local Team, Shared Understanding of Transition Services, etc. and then collectively determine the current level of implementation of that practice. The level selected for each practice should reflect the current status of the practice and it is typical to have several practices at levels 1 and 2 when the team initially fills out the checklist. Once the team has completed the Checklist the technical assistant providers can assist the team in determining areas of strength and priority areas for growth.

Explanation of implementation levels is provided below:

## Implementation Levels

1. **Not Currently Being Implemented** – practice has not started yet or implementation has just started (0-25% implementation)
2. **Intermittent Implementation** -practice is happening but the practice is implemented infrequently and or inconsistently, i.e. less that 50 percent of the time
3. **Emerging Implementation** -there is consistent implementation of these practices.

For example, this is a priority in the school or district and concerted efforts are being made to implement this practice.

1. **Currently Being Implemented** - 75-100% of the time this practice is occurring. This is a general practice or procedure – it is almost automatic or expected.

| Building Your Interagency Team |
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| **Practice** | **Implementation Level** | **Notes** |
| Team is in place with regular scheduled meetings for planning, developing, and implementing services for student participants | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Team has diverse representation of agencies, families, and general education (CTE, School Counselor, Building administration)  | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Roles and responsibilities of each team member are defined and understood | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| A local Memorandum of Understanding has been developed | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Focus of the Local Transition Team meetings is on targeted outcomes identified in local action plan | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Local Transition Team uses data-based decision making to guide implementation of the local action plan | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |

| Shared Understanding of Transition Services |
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| **Practice** | **Implementation Level** | **Notes** |
| Team members understand their individual and joint roles and responsibilities in providing transition services  | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Team has customized the Sequence of Services for their local area | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Outreach is established to identify students needing agency services | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Process is in place to understand and monitor to completion the application process for each agency | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Team has a mechanism in place to share, align and coordinate the implementation of student plans | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Team roles and responsibilities are understood in relationship to the implementation of the SoS | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Teams share and review SoS at minimum annually and make adjustments as needed | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |

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| Collaboration with Families |
| **Practice** | **Implementation Level** | **Notes** |
| Local Transition Teams defines what effective family engagement in their community is | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Establish system for developing clear ongoing communication and interaction with families | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Provide transition planning information to families in a variety of ways | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Provide families information and opportunities to understand the specific services and benefits available to their student | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Provide multiple options for involvement and alternate ways to obtain input in the transition planning process | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |

| Competitive Integrated Employment is an essential goal |
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| **Practice** | **Implementation Level** | **Notes** |
| Planning for the paid work experience is guided by student plans which includes strengths, interests, skills and need for support | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Sequence of Services includes a continuum of WBL opportunities | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| WBL opportunities are provided in a variety of settings including classroom, school and community.  | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Legal requirements of work and impact to benefits are considered for each student prior to participating in paid work experience | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Supported Employment and Customized Employment are defined with clear roles/responsibilities included regarding the provision of each service | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |

| Shared Communication Practices support the tracking of student growth |
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| **Practice** | **Implementation Level** | **Notes** |
| The team has developed a system to secure necessary releases of information to communicate with each other on student transition plans and next steps  | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| The team has regular check-in to identify next steps and roles and responsibilities of partners in supporting the transition plans of students they are jointly working with. | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| The team has established a central place or tool to track services of students they are jointly supporting | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |

| Utilizing the student driven process to support the student’s vision |
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| **Practice** | **Implementation Level** | **Notes** |
| Transition plans are developed through a student led planning process that incorporates student’s preference, interests and skills. | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Identification of skills, personal attributes and needs gathered is shared by the student in the planning process | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| The student is provided a safe environment to discuss and identify goals and a timeline for next steps | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |
| Agencies participate in the student IEP process to help prepare students to move from school to CIE or post-secondary education | 1-Not currently being implemented2-Intermittent Implementation3-Emerging Implementation4-Currently Implemented |  |