

# Introducing Colorado's New Shared Sequencing of Services Framework

November 2021  
ACE CTE Casual Curriculum  
Gathering

# Overview

Who We Are

Why Did We Start  
this Work

Why Use the  
Framework

Connections to  
ACE/CTE

Website and Tools

Pilot Sites

Questions

# Colorado Transition Team for Students with Disabilities



**COLORADO**  
Department of Education



COLORADO OFFICE OF  
**EMPLOYMENT FIRST**  
*Work Elevated*



**COLORADO**  
Division of Vocational  
Rehabilitation

Department of Labor and Employment



Learning that works  
for Colorado



Helping Families Helping Children



**COLORADO**  
Department of  
Labor and Employment



**COLORADO**  
Department of Health Care  
Policy & Financing



COLORADO DEVELOPMENTAL  
**CDDC**  
ADVOCACY • INCLUSION  
SYSTEMS CHANGE  
DISABILITIES COUNCIL



**COLORADO**  
Department of  
Higher Education



**COLORADO**  
Office of Behavioral Health  
Department of Human Services

## Why Did we Start This Work??



## Our Shared State Vision:

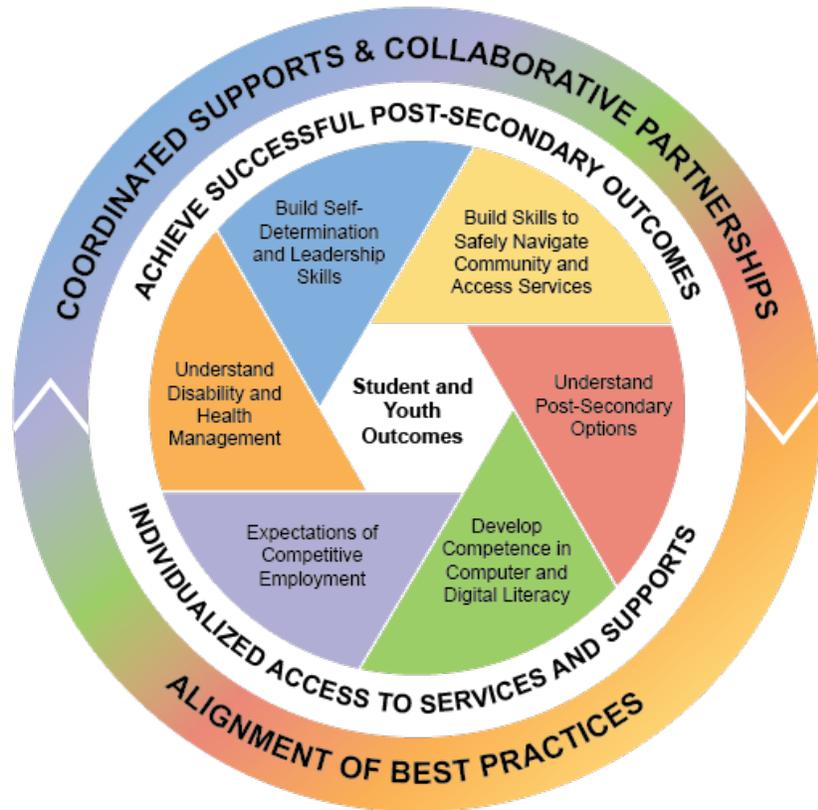
Each and every student, regardless of disability, has a right to transition to an adult life that includes education, employment, independent living, full community participation and the right to make decisions in and about their lives



## Why Did We Start This Work??

- 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

## Why Did We Start This Work??



Goal of the 6 Core Student Outcomes: Colorado believes the 6 Core Student Outcomes are a comprehensive way to support our students achieve postsecondary success.

- 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

# Why Utilize the Framework?

## 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

# Why Utilize the Framework?

## EXAMPLE:

### 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 Services to Support these Outcomes:

Age	Possible Services to Support these Outcomes
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*

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	

- Map out partners and services connected to the 6 core outcomes
- Map out services by age
- Discuss complimenting services
- Provide more comprehensive services to students

# Connections to ACE/CTE

## **ICAP**

- Self-Awareness
- Career Awareness
- Postsecondary Aspirations
- Postsecondary Options
- Environmental Expectations
  - Academic Planning
  - Employability Skills
  - Financial Literacy

## **Sequencing of Services**

- 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

# Connections to ACE/CTE

## ACE: Scope & Sequence

- Alternative Cooperative Education (ACE)
- Level 1:
  - ACE CTE Career Development I – Career Planning
  - ACE CTE School Work-based Learning I
  - ACE CTE PWR I – ACE Success Foundations
  - ACE CTE Computer Literacy I – Introduction to Computers
  - ACE CTE Financial Literacy
- Level 2:
  - ACE CTE Career Development II -Job Seeking
  - ACE CTE Community Work-based Learning II
  - ACE CTE PWR II -Success Systems
  - ACE CTE Computer Literacy II – Software Applications
  - ACE CTE Business Management and Entrepreneurship
- Level 3/4:
  - ACE CTE Career Development III – Job Keeping
  - ACE CTE International Work-based Learning III
  - ACE CTE PWR III – Applications
  - ACE CTE Computer Literacy III – Literacy: Operating Systems
  - ACE CTE Pathway LAB
  - ACE Capstone

# What Does This Mean for ACE/CTE?

- Opportunities for collaboration in Pilot Sites (Mesa, Pueblo, Weld, and Denver)
- Join an interagency transition team/develop one
- More emphasis on building internal and external partnerships
- Emphasis on starting early and partnering early
- Student driven planning tool for students with disabilities
- Compliments ICAP planning
- Prioritizes employment

# Website and Tools

## Colorado's Sequencing of Services for Students and Youth with Disabilities

### COLORADO'S SEQUENCING OF SERVICES:

## A Framework for Students and Youth with Disabilities

### Introduction

Colorado's state agencies, education partners, families, and service providers have collaborated to develop a shared vision and shared student outcomes for students with disabilities during their transition before and after high school.

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.

### Get Started

Explore the Key Components and the 6 Core Student Outcomes to find ideas on programming and services, information about agencies and partnering and resources to create an action plan related to a student's strengths, interests and areas of need.

Key  
Components

Core  
Outcomes

Local Workbook  
Template

Student  
Video



[View full size](#) | [View alt text](#)

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

[Sequencing of Services Flyer \(state.co.us\)](#)

[WORD WORKBOOK FOR SOS.docx \(live.com\)](#)

# Pilot Sites

- Goals for FY 22 School Year:
  - Four Pilot Site Communities:
    - Support Building an Interagency Transition Team
    - Utilizing the website and tools
    - Developing Local Sequence of Services/ potential MOU's
  - Communication and technical assistance available to all Colorado districts through request form on the website

# Getting Connected

Is your community interested in receiving technical assistance and/or using Colorado's Sequencing of Services Framework?

Please email us at: [SequencingOfServices@cde.state.co.us](mailto:SequencingOfServices@cde.state.co.us) and we can help!

Other Questions?

Reach out the Jennifer Stewart: [breakingexpectationsllc@gmail.com](mailto:breakingexpectationsllc@gmail.com)