



COLORADO

Department of Health Care
Policy & Financing

SUMMARY OF SB 18-231 TASK FORCE MEETING #1

The Colorado Trust
1600 Sherman St., Denver, CO 80203
September 10, 2018, 10:00 a.m. – 2:00 p.m.

Participants: Rhonda Berry, Jennifer Martinez, Colin Laughlin, Joan LaBelle, David Bolin, Abigail Negley, Rachel Tomlin, Kelly Wilson, Matt Cook, Gail Lott, Rosie McDonnell-Horita

By Phone: John Paul Burden

Keystone Policy Center: Lorez Meinhold

Welcome and Introductions

Lorez Meinhold of the Keystone Policy Center opened the meeting with round-room introductions, review of the agenda and housekeeping items.

Ground rules:

- Participation
- Not serving just an organizational representative but meant to be a connector to community to ensure recommendations are tested
- Patience
- Assume best intent
- One person speaking at a time
- Please avoid acronyms
- Speak up in the room

Task force will make recommendations that will be reviewed by HCPF and submitted to the legislature by January 1, 2019.

Task force members hopes for work:

- More informed choices as individuals' transition
- More seamless transitions for families and individuals
- Identify gaps and pain points to connect the dots
- Protocols/ guidelines for taking the fear out of this process and create

Legislative intent - Rep. Young:

I am a State rep. in Greeley and member of JBC and this task force was created as a JBC bill. There is momentum to carry forward recommendations from this task force.

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Legislation came out of a need to understand how many youths will be transitioning as well as to create a seamless system for youth and families in Colorado.

Task Force Charge from SB18-231

- Review the current statutory categories of disability and services and supports in education and in this title 25.5 and recommend alignment of the statutory categories;
- Recommend manners in which case managers can be involved earlier in the transition, to:
 - Improve parents' or guardians' understanding of the transition and role of community providers in serving the parent's or guardian's child in the future;
 - Ensure gradual transition between the school district and case managers by fostering relationships between school district employees, case managers, and parents and guardians; and
 - Determine how individual education programs can be used to assist case managers in the transition
- Determine how aggregate, nonidentifying data from individualized education programs could be used to:
 - Identify areas in which services are needed before and after transition;
 - Forecast the annual number of students with an intellectual and developmental disability who may transition; and
 - Project future costs after transition.

Missing from charge:

Task force asked that we invite the Department of Vocational Rehab be invited to meetings since they have an integral role in this conversation.

Transitions from a Youth Perspective – Rosie McDonnell-Horita, youth transition coordinator at Atlantis

- Sharing own experience, everyone's will be different
- We need to keep youth at the center of our work and recommendations
- Successful transition based on youth and their vision of success
- Need to create a hub and connect to right agency and services – easier to navigate
- Need social connectedness as part of services
- Important to bring other youth voices to task force

Gail raised the issue of federal definition of those with an IEP– moved on to secondary education or employment – if not achieved then not seen as a successful transition.



Authentic person centeredness, and empowerment is an important piece of defining success. Create a system where expectations are high which includes teaching kids how to dream and advocate what they want.

Who did you reach out to support you through transition?

In high school CA Youth leadership program for students with disabilities – Colorado just kicked off its first leadership forum. Week long program, on a college campus with peers talking about leadership, community resources, activities, system navigation and advocacy. Helped me realize there was a community of people with disabilities that I was a part of – helped me realize had lots of questions that could ask of someone that had gone through the same.

What would have helped in high schools with your transition?

To know that the Department of Vocational Rehab existed – if had known about the financial resources available and how could be utilized to achieve goals. More peer/ community support to not feel so alone in the process.

So much information out there – where do you go for answers/ resources?

Rosie - In California, youth group, done a lot of front work to connect the dots – toolkit on how to apply for services in each of the agencies.

Kelly – in schools, information is one of the biggest things needed. An hour add-on for parents for services for parents with kids with disabilities. Need information in a variety of ways – a toolkit would be great. Information is critical and parent meetings need to include that inclusiveness.

When is the right time to introduce information?

Teaching parents while children are young that need to have high expectations. Information cannot come early and often enough. Peer model and training is what we need to have more of.

Need to understand that parents are also transitioning – guiding parents and making sure to include youth in the processes and meetings early on. Developing a youth transition program for 14-26. Never a perfect time or age – when they need it, it is the right time.

Social connectedness – is an important piece of this – teaching them to connect with others and make friends.

In Northern Colorado – have resource guides, transition nights and transition teams – attendance is the biggest challenge. We don't represent the whole of those with disabilities. Throw a lot of information of parents and there needs to be an awareness of readiness and bandwidth of parents and youth to hear the information. These are conversations that need to occur multiple of times. Need some recommendation/



directive when making hand-offs – could we better partner with service agencies to get families and youth connected.

TRE has a transition liaison program. Partnered with schools in Park, El Paso and Teller counties to better connect families. Enrolled over 50 students so that when turn 18 will be eligible of services. A great learning experience to understand what each offers to students and families. Created resource tools for parent. Got case managers connected to IEP meetings – with permission from family. Schools have been playing a connector role to CCBs and parents.

Challenges that depending where you are in state – services vary between schools/districts, CCBs and DVRs. Rural areas particularly challenged.

Will talk about this transition liaison role at the next meeting. TRE has team of 6-7 liaisons to serve this role. When started with juniors and seniors and who need to be connected and enrolled in services. Goal is to start sooner.

Schools districts have given TRE space in the school and able to enroll parents in a space they were comfortable with.

Limiting to be working only within waivers focused on people with IDD. How do we think about how recommendations can improve those with all individuals with disabilities – might not be able to address all the issue, can we make sure that recommendations identify additional areas for study/ review.

Centers for Independent Living are a resource and do transitions – will bring to a future meeting to hear perspective and thoughts.

Need to also remember that parents might not trust schools or CCBs – who also might be good to bring to tables to help build relations/ re-build trust. Need to make sure information is available in various places but also consistent.

Alignment Discussion

Gail, CDE, shared an [IDD definition](#), learning characteristics of students identified with IDD, adaptive skills and why they are assessed and by whom, flow chart for identification of students with IDD, (on task force website as well as CDE's website).

When does universal screening typically happen?

Given multiple time of year – not screening adaptive all times – but begins generally by 1st grade (3 times per year) some do start in kindergarten.

Colin and Jen, HCPF, presented an [overview of waivers](#) for those with IDD. Want people to receive the services and support they need regardless of the type of disabilities. 12,800 people served across the waivers with IDD. This document speaks to the four

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waivers designed more specifically to those people with IDD – 2 for adults and 2 for children. Waitlist: 2,800 people on the waitlist – 88% are receiving services from other waivers – either EBD or SLS. Looking to simplify/ redesign waivers to allow people to design services based on needs regardless of disability type.

Case management – 20 CCBs in Colorado. CCBs have guidelines and parameters in which to operate and HCPF provide oversight to ensure compliance. CCBs provide case management services for most of the IDD waivers (CHIRP is an exception). Jen's team is focused on conflict-free case management to achieve better outcomes for clients – CCBs are providing services and case-management and cannot in the future provide both for the same clients.

Are CCBs required to provide transition services?

Not required but might want to pursue but likely comes with a cost.

Where is there a lack of alignment?

There is not much alignment – there needs to be more, more structure built in so kids and families don't miss the boat on services. Better understanding and communication is needed - not just systems but also the intersection. Different eligibility criteria for Medicaid versus schools. Privacy issues can cause a big part of the mess.

CCBs can align services but cannot replace services, but districts services can vary – would love a bit more structure to better partner with districts. Questions raised of what are the school services provided when student is full time or part time so can understand where gaps are, and can Medicaid play more of a role in addressing the gaps. This will be addressed at the next meeting.

There is an additional challenge of language – plan is called a different thing throughout the different systems (IFFP, IEP, FP) - can there be more consistency.

178 school districts – expertise, knowledge and resources – are all over the place, so just need to keep in mind.

Can there be more standardization – where information from plans can be shared rather than starting over each time.

Public Comment

- No comments provided

Next Steps

- The next meeting of the Task Force will be held on Friday, September 28, also at the Colorado Trust Sabin Room.



- Task Force members will be polled to schedule an additional meeting before October 29th, if availability allows.
- Members to let Lorez know if there are other interests or organizations they would like to hear from to get a better understanding of the challenges to address or if there are things missing from the charge.
- Will invite DVR to the next meeting to add to the alignment conversation.
- What goes into the TRE model and what is the potential cost of the model will be on the next agenda.
- Per SB18-231, recommendations are to be submitted to the General Assembly by December.

Adjourn

The Task Force meeting adjourned at 2:00 p.m.

