



COLORADO

Department of Health Care
Policy & Financing

SUMMARY OF SB 18-231 TASK FORCE MEETING #2

The Colorado Trust
1600 Sherman St., Denver, CO 80203
September 28, 2018, 10:00 a.m. – 2:00 p.m.

Participants:

In-Person: Rhonda Berry, Jennifer Martinez, Colin Laughlin, Joan LaBelle, David Bolin, John Barry, Abigail Negley, Samantha Satchell, Rachel Tomlin, Jennifer Scilacci, Kelly Wilson, Cheryl Carver

By Phone: John Paul Burden, Matt Cook, Gail Lott

Keystone Policy Center: Lorez Meinhold, Cally King

Meeting Highlights:

Welcome and Introductions

Lorez Meinhold of the Keystone Policy Center opened the meeting with round-room introductions, review of the agenda and housekeeping items. The group will be polled to schedule an additional meeting before October 29th to keep progress and momentum in creating recommendations.

Other discussion:

- There are many new parents with good ideas that should be considered – checklists, decision trees, full disclosure on what the waivers are to help parents make decisions. Should recommend that requires a training program for parents administered by entities without a stake in the game (ARC, CCDC, independent living centers, CCLP, etc.) that can help explain choices and provide better information for parents to make better informed decisions on what is best direction.

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.

Alignment Conversation: Department Vocational Rehab – Jennifer Scilacci

Jennifer Scilacci from Department of Vocational Rehab (DVR) provided background on their statewide program working with people with developmental disabilities. Whenever someone is enrolled within a CCB and wants to work, they are referred to DVR where the work is individualized. Services needs are based on what each individual needs and their goals for employment (i.e., services for health, mental health, physical therapy, transportation, hearing aids, etc.) DVR provides a range of services to ensure job development, coaching and referring out. DVR is starting a new pilot in Colorado, partnering with HCPF and various providers, working with federal technical assistance centers to train providers in customized employment and discovery.

Discussion:

- DVR's School to Work Alliance Program (SWAP) is the niche for 504 youth without an IEP. The goal is that SWAP coordinators are talking to the 504 coordinators to understand where those kids are and if they can be connected.
- One challenge for DVR is that they do not receive many referrals for youth with the most significant needs. DVR regularly conducts a needs analysis of underserved and not-served populations; youth with the most significant needs show up every time as not getting referrals. Most of DVR's work is for children with mild to moderate needs.
 - Mild to moderate needs is defined as individuals who need short-term services of 5 months to 1 year, or just a few services from the agency.
 - Most significant needs are defined as someone that meets 3 or more of the 7 categories. This aligns with how HCPF determines significant needs for CCB.
- Barriers for getting referrals to DVR:



- Some schools and districts do referrals better than others. Biggest barrier is who gets the referral.
- People don't always consider DVR as an option or as being useful
- DVR office relationships are not consistent across the state. Someone in one region may receive better services in one area of the state than another.
- All the different assessments determining needs are difficult to navigate from a family perspective. There are very different processes from CCB, IEP, etc. to come to the same conclusion.
- When CCB labels someone as Line of Sight they are not eligible for DVR services. This is a communication breakdown.
- Some families connected with SWAP realize their child needs more support in the workplace but there isn't a smooth transition from SWAP to other services.
- There are misconceptions of eligibility for services. How can we collect stories and bring them to agencies to address the issues?
- HCPF has a new assessment tool to get better funding for case management agencies and consistent training to qualify people to become case managers to create more consistency around the state. The transition piece may have been overlooked in this training and maybe should be included.
- DVR recently moved to a new state agency under CDLE – WIOA; their day-to-day work hopefully hasn't affected clients, but it is a potential.
- Finding, maintaining and supporting providers (transportation, job coaches, direct service people, etc.) is a struggle. This is a critical issue, especially for providers in more rural areas.
- DVR provides services starting at 15 years-old and have clients all the way to 84 years-old. They typically start working with folks around 18 as they transition from school to work. Referrals for 15 to 18-year-olds typically come from the schools.
 - For those with SWAP coordinators, it is part of their requirements to make these referrals. Gaps occur in school districts without SWAP programs unless there is a very active local case manager from DVR reaching out to the schools.
- Discovery and customization: WIOA regulations direct VR agencies to implement customized employment and discovery. Customized employment and discovery is a person-centered approach that involves going out with an individual in their own environment, interviewing their family, friends and teachers with an end goal to understand what they want to do for employment. It is a very involved, hands-on process to create a discovery profile for the individual. This is then



shared with the employer to understand the needs of the individual as well as the employer's needs to create customized employment.

- The pilot program is currently working with the agency's procurement office to see if an RFP is needed. There are three organizations across the country that provide these services. The pilot will be in Salida, Golden, Jeffco and Aurora.

Systems of Support: TRE Transition Liaisons

Samantha Satchel and Rachel Tomlin, TRE transition liaisons, provided an overview on how they provide and connect services to youth with development needs in El Paso and Teller Counties. In El Paso County there were roughly 2,300 individuals with special needs that were not being served. The Resource Exchange worked with school districts to see how to better serve students with needs and began a liaison program between the CCB and school districts in El Paso. The program initially targeted families not enrolled in CCB services. Now, school districts reach out to the Resource Exchange and identify the families that need additional services. One of the largest barriers they found was the amount of information and paperwork families initially received which was overwhelming and typically pushed aside. Additionally, they developed a transition training team to provide resources to coordinators because they realized this was also a juncture where important information was missing for more seamless transitions.

Discussion:

- The estimate of 2,300 individuals with special needs was calculated by looking at census data and applying national averages of folks with development disabilities to that data. It is a rough estimate.
- Would like to see a recommendation for more programs like this in other CCBs that provides a similar level of communication and collaboration; understanding not every CCB can offer this service. Components to include:
 - Initial funding
 - Better transition policies.
 - Connection with early intervention
 - Negotiation of long-term resources
- Family resources include: enrollment checklists, transition checklists from children to adult, document that is understandable to families explaining waivers
- There is a need for a clearer delineation of what supplemental services look like and how the funding mechanism works. Need a system that creates a better hand-off and doesn't create an issue around Payer of Last Resort. There are discrepancies in messaging from CCBs and there is a gray area for students from 18 to 21 years old on access/eligibility to services.
 - This conversation will be addressed during the Task Force meeting on Monday, Oct. 1st.



- For IDD students enrolled part-time or full-time, how do services come together when schools provide some services and CCBs provide other supplemental services? What are school districts responsible for, what are CCBs responsible for and what is Medicaid responsible for? Where are the gaps? Where do Medicaid and DVR come in?

Alignment Conversation: What teachers are trained/required to do – Gail Lott

Gail Lott, CDE, provided an overview of IDEA transition planning requirements (see Transition Planning document and Introduction to Secondary Transition Requirements slide deck).

Discussion:

- Understanding how connections to less resourced school districts (i.e., those without a SWAP coordinator) are made would be a gap the task force should better understand and address.
- The Transition Institute is held once a year and is available to anyone who provides services to students with disabilities. There are a variety of learning opportunities for participants including general session and breakout sessions.
 - It could be beneficial for transition teams from CCBs to be a part of these conversations to help align language and processes (how information is collected) between schools and CCBs.
- A potential recommendation would be to identify overlap in information gathering between IEP, CCB, DVR, etc. and find where you can integrate and streamline to minimize duplication and incentivize coordination in the transition process.

Emerging Recommendations

- Common information intake
- Transition liaisons that are part of IEP and CCB with the right financial model
- Parent-Partner information: checklists, roadmaps, waiver education
 - Developing common language between agencies
 - Centralized clearinghouse of information that is kept up-to-date and easy to navigate
- Encouraged collaboration/coordination of gathering and sharing among sister agencies
- 18 to 21-year-old pathway coordination of services

Next Steps

- The next meeting of the Task Force will be held on Monday, October 1st



- Task Force members will be polled to schedule an additional 2-hour 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.

