



COLORADO

Department of Health Care
Policy & Financing

SUMMARY OF SB 18-231 TASK FORCE MEETING #4

The Colorado Trust: Sabin Room
1600 Sherman St. Denver, CO 80203
October 29, 2018, 10:00 a.m. – 2:00 p.m.

Participants:

Task Force members participating: John Paul Burden, Dennis Rastatter, Erika Swanson, David Bolin, Rhonda Berry, Rachel Tomlin, Darryl Farrington, Abigail Negley, Gail Lott, Matt Cook, Colin Laughlin, Jennifer Martinez, Rachel Tomlin and Kelly Wilson

Keystone: Lorez Meinhold

Meeting Summary:

Welcome and Introductions

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

Overview and interplay of HIPPA and FERPA:

Darryl Farrington began the overview by first explaining that this background information would be beneficial to those who may be unfamiliar with K-12 public school special education system. The presentation centered around how and in what ways can people or agencies better share information across the system.

Introduction:

Mr. Farrington first explained how transition programs focuses on the idea that students will eventually leave the education system and need structure and support to transition. This process helps to determine the maximum level of independence for students and thus shape how educators plan to aide in their transition.

A key component of this transition is to obtain employment, it is part of the school districts purpose to find those opportunities, and supply job coaching to assist the employer in making this person available at the worksite and hopefully develop to an employee that can be employed after graduation

HIPPA & FERPA:

Farrington touched on the regulations and case laws that affect medical and health records that are generated for the students by a school district. He also pointed out that once parents or guardians once they have given consent, the consent exists until it is revoked under FERPA.

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Once the consent of either the parent or the eligible student has been gained and then information can be shared freely.

HIPPA and FERRA limit information so that there must be legitimate educational reason before sensitive information is given.

Information Sharing

Farrington stated that information can be shared across all the systems, i.e. educational records. That means virtually anything that the school has, that is identifiable to that student, those records, information contained in the records, they can be shared with anyone as long as that individual or agency has been identified.

Group discussion:

What changes should be done to make the system of sharing more accessible? Ideas such as creating a universal system by mainstream how forms are given and processed would improve the system and make sharing easier.

Have parents or guardians sign a more broadly written consent form a "clearinghouse" type consent that would be usable on a continuing basis throughout the student transition.

Transitions with PASCO

Ms. Swanson and Ryan Zeiger both work for PASCO, they presented on their newly developed transition program. PASCO has a long history in traditional home health support focusing on meeting people's physical and medical needs.

Key Takeaways from the PASCO System:

- Maintain regularly contact with families to see how they are doing, anything that they need, anything that would be helpful to them to reduce the confusion among parents and clients.
- Give detailed information to families who are about to go through transition that encompasses health needs such as staying qualified for Medicaid benefits. Working on long-term support needs.
- Starting conversations from a young age so PASCO can work with the family to have a plan in place. So many things need to happen consecutively in order to make sure there are no lapses in benefits. This includes attending student IEP meetings and being a full-time support system.
- Keep families organized and informed because this process can be overwhelming. Which is why PASCO focused on referring families to expert. Thus, giving families a framework to understand what they need to consider.



Group discussion:

- How we can make the system better i.e. if you have the ability to change something to run smoother, what would that be?
 - Create and define when students and families need to be given information and streamline that communication, so we know when families will begin receiving what information
 - Create one access point or website that could then route people to the right place to get answers to their specific question. Because there are so many different organizations having home to go to, for everyone, would make a huge difference on reducing confusion. It needs accessible statewide.
 - (For educators) Having something like the handout materials, in this meeting, would be a great resource.

Transitions and Opportunities

Dennis Rastatter the Director of Special Education for Boulder Valley School District spoke about transition services and what they look like on a day-to-day basis specifically for this district.

Presentation:

- Transition programming specifics, opportunities and long-term impacts. Their program is a community-based program, they believe that educational programming has to happen in the community with a focus on pre-employment planning for all kids.
- They develop their transition plan by the student's 15th birthday. This plan aligns with the student's goals after which the school districts invites adults and agencies to the meetings to facilitate connections for the student's long-term planning.
- The Boulder district has made the choice to focus on developing job/employment skills. 75% of their families actually engage, students transition out of high school then the school uses their postsecondary goals and interests to find students jobs and experience.

Group discussion:

- How to improve transition and coordinating access to resources?
 - In an ideal world other agencies or support systems can be invited into the process earlier. This could make transition easier for students to get access to resources.



- Balance that idea with the fact that this is already a complicated system, so it's important to not make it more complicated.

Transition What is Working; Centers for Independent Living (CILs)

Three CIL Directors gave brief overviews of their programs and the resources and services they provide. Dixie Herring the Director for the Independent Center in Colorado Springs and Candy Burnham the Director of Atlantis Independent Living Center in Denver and Ian Engle the Director for Northwest Colorado Center for Independent Living.

Presentation:

- There are over 400 Centers for Independent Living across the nation and here in Colorado we have 9. They are located in Denver, Greeley, Fort Collins, Boulder, Colorado Springs, Durango, Grand Junction, and Steamboat.
- CILs don't charge for their consumers who receive services. They do however look for additional resource development through grants and by offering fee-for-service opportunities.
- CILs help individuals explore and learn how to advocate and make their own decisions and give them resources to better navigate any part of their life both inside the home and in employment. In order to meet these needs CILs offer workshops on topics like emergency preparedness, public speaking, cooking classes, and money management.

Discussion:

- There is a similar task force happening right now created through SB-1077 called the Employment First Advisor Partnership, there is some crossover occurring, since their goal is to tackle the challenge of how to help those individuals with disabilities find employment.
- The crossover with this committee occurs around Youth in transition, they have proposed the idea of a "No-Wrong-Door" website, similar to what has been discussed today.

Emerging Recommendations

- The earlier parents/guardians can start getting a little bit of information and start learning the better. Transition resources should be given no later than at age 14.
- Improving the relationship between healthcare providers, educators, and other agencies. This could be done through some kind of campaign within healthcare providers or through brochures, so families could have information at an earlier age.



- Improving information access for parents or guardians with newborns or toddlers so that children exhibiting what may look like an individual -- intellectual disability are given resources earlier.
- Need to look into funding resources and avenues. Looking at what possible donations or grants could be used. While creating a framework for how to propose changes in funding to the legislature.
- Create some kind of resource for educators that could help rule in or rule out which students are likely to qualify for certain services, i.e. a targeted asset that can be given to educators, so we are not missing any students.

Next Steps:

- Members are to look for/find any best practices from agencies or other states that they themselves have used or that they know have implemented successful programs and share with the committee and Lorez.
- Lorez will share out the recommendations from the Employment First Advisory Board and distribute any resources.
- Create a draft document of the recommendations, 6-8 pages in length, that can be digestible by legislators and policymakers to outline the policy needs and steps that we could do as a state to make these systems better.
- Next meeting scheduled for November 13, 2018.

