

## How to create a Roadmap to Success.

- For each barrier identify Action Step(s), who is going to be part of the Action Step(s), and a date by when to complete the Action Steps. Think about using Specific Measurable Achievable Realistic and Time limited (SMART) goals.
- Create accountability agreements to assess the completion of action steps and developing new ones.
- Enter the plan into Trails Legacy.

## Here are some tips for how to enter a RTS into Trails Legacy.

- [OM-CW-2017-0005](#) provides instructions on how to enter a Roadmap to Success into legacy Trails.
- All tabs must have content so, if you and your youth have not identified a barrier in one of the tabs that are in Trails, say, "there are no identified barriers at this time" in the tabs.
- The Assessments Tab must include a summary of the results of the Casey Life Skills Assessment or whichever other approved life skills assessment you used. Include a summary of community resources the youth has access to (i.e. there are a variety of community resources in \_\_\_\_\_ County to which YOUTH NAME has access such as hospitals, churches, a workforce center, \_\_\_\_\_ County, schools, post-secondary education options, etc.).
- In addition to any identified barriers, the RTS should include documentation of the youth’s capacity for self-sufficiency and consider daily living skills, the youth’s age, and developmental expectations and milestones. To support this, here is a link to the [CO self-sufficiency standards](#) and a link to [Adolescent Milestones](#).

# ROADMAP TO SUCCESS



<p><b>Start 30-60 days before the plan is due.</b></p> <p>Assessment is a process that includes formal tools, interviewing the youth, and informal information gathering. Your professional judgment is key to a meaningful assessment.</p> <p>Examples of formal tools include: Chafee Assessment, Casey Life Skills Assessment, formal assessments done for school (IEP), and the Vineland Adaptive Behavior Scales (for those with I.D.D.). You can also consider education records. There is no requirement to complete any particular assessment.</p> <p>Informal information gathering is based on your observations, interactions and discussions with youth and people who know the youth well.</p> <p>Whatever specific tools and information comprise your assessment, conversation directly with the youth about their strengths and needs is an essential component.</p> <p><b>Best Practice:</b></p> <ol style="list-style-type: none"> <li>1. Prep youth for the assessment. Discuss the purpose and what they can expect.</li> <li>2. Youth should complete any written responses independently, if they are able. Over-the-shoulder support may influence their responses.</li> <li>3. Have multiple sources and types of information in your assessment. Ask adults who know the youth well for input through a formal written assessment or informal interview.</li> <li>4. Prep with youth for the staffing by reviewing assessment (s) and identifying (at least two people) who they want to be invited.</li> </ol>	<p><b>Due within 60 days of the youth’s 14th birthday or 60 days after entering out-of-home care.</b></p> <p>The following people must be included: youth, caseworker, care provider, and up to 2 others chosen by the youth.</p> <p>The RTS must be documented in the FSP section of Trails.</p> <p>The RTS must describe services to help the youth transition to “successful adulthood” - as this is defined by the youth and their own hopes and dreams.</p> <p>The RTS must include participation in ongoing opportunities to engage in <b>age and developmentally appropriate activities</b> and, if the youth is pregnant and/or a parent, the parenting supports provided to the youth. The RTS must address barriers (identified through assessment) and identify action steps/support activities to address that barrier.</p> <p><b>Best Practice:</b> Plan will be specific in outlining Specifics of what youth and the “supports” will do.</p>	<p>Federal guidance is to update the Roadmap to Success whenever there is a placement change.</p> <p><b>Best Practice:</b> Update when meaningful and significant changes occur. A good rule of thumb is to consider if the services stated in the plan are still current: if they are not, the plan needs updating.</p> <p>Reviewing the Roadmap to Success is a great discussion topic with youth to connect and learn what is really important to them.</p>
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See rule 12 CCR 2509-4, 7.305.2

Name: \_\_\_\_\_

Date of fourteenth (14<sup>th</sup>) birthday: \_\_\_\_\_

Roadmap to Success process begin: \_\_\_\_\_

Roadmap to Success completed: \_\_\_\_\_

Assessment (s):

\_\_\_\_\_ assessment completed on \_\_\_\_\_.

Identified Youth Barrier (s): \_\_\_\_\_ will be addressed by \_\_\_\_\_

\_\_\_\_\_ will be addressed by \_\_\_\_\_

\_\_\_\_\_ will be addressed by \_\_\_\_\_

\_\_\_\_\_ assessment completed on \_\_\_\_\_.

Identified Youth Barrier (s): \_\_\_\_\_ will be addressed by \_\_\_\_\_

\_\_\_\_\_ will be addressed by \_\_\_\_\_

\_\_\_\_\_ will be addressed by \_\_\_\_\_

Supports:

\_\_\_\_\_ will \_\_\_\_\_ by \_\_\_\_\_.

\_\_\_\_\_ will \_\_\_\_\_ by \_\_\_\_\_.

\_\_\_\_\_ will \_\_\_\_\_ by \_\_\_\_\_.

## Youth's Roadmap to Success

Participants:

Identified Youth Barrier:

<i>Support Activity</i>	<i>Action Step</i>	<i>Who</i>	<i>When</i>

Identified Youth Barrier:

<i>Support Activity</i>	<i>Action Step</i>	<i>Who</i>	<i>When</i>

Identified Youth Barrier:

<i>Support Activity</i>	<i>Action Step</i>	<i>Who</i>	<i>When</i>

**Identified Youth Barrier:**

<i>Support Activity</i>	<i>Action Step</i>	<i>Who</i>	<i>When</i>