

GOAL 1: INCREASE STUDENTS PREPARATION FOR REAL WORLD AND INDEPENDENT LIVING

<ul style="list-style-type: none"> ➤ Train new facility teachers in Transition IEP requirements and related training modules, in order for teachers to write more meaningful goals with students. ➤ Support teachers in making meaningful connections between assessments and student transition activities. ➤ Complete and Implement new Monitoring checklist to include check for Transition Assessments in all 3 recommended areas (Vocational, Self-Determination, Adaptive), if a summary of results are recorded and if results are used in writing Goals and Transition Services. ➤ Improve teacher skills in assessing self-determination and adaptive skills. ➤ Explore curriculum options for Facilities in developing student skills in the areas of self-advocacy (self-determination) and Life skills (Adaptive). (through computer technology – Donna Miers) ➤ Develop measurement tools to determine success of the above goals and student improvement. (December count, survey, reports from F-ICAP, etc.) 	<p>JADe trainers</p> <p>JADe trainers</p> <p>Monitoring system</p> <p>JADe Trainers</p> <p>Transition Team</p> <p>Transition Team</p>	<p>1st Semester, 2011-2012 year</p> <p>Throughout 2011-2012 School Year</p> <p>Throughout 2011-2012 School Year</p> <p>2011-2012 School Year</p> <p>2011-2012 School Year</p> <p>September, 2011</p>
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GOAL 2: INCREASE STUDENTS UNDERSTANDING AND IMPLEMENTING F-ICAP

<ul style="list-style-type: none"> • Develop F-ICAP format, input the design into each of the 62 facilities. • Insure all facilities register all students on College in Colorado. • Train facility teachers to navigate CIC, and understand F-ICAP and how to use it. • Facilities will develop their implementation plan for F-ICAPs. • Where possible, facility teachers will have students follow the F-ICAP Plan recommended activities suggested by the CDE Eligible Facilities Transition Team. • Survey facilities to determine successes, obstacles and what the Transition Team might need to consider assisting this process for the future. (How many students are on F-CAP, for example) • Where possible, provide awareness to social services and mental health agencies on ICAP/F-ICAP requirements. 	<p>Dede Landry, Martha Holloway, Shirley Stubbs Individual Facility Directors or designee</p> <p>JADe Trainers including Dede Landry</p> <p>Individual facilities</p> <p>Facility teacher & Directors</p> <p>Dede Landry and Maggie Kilmer – data collection</p> <p>JADe Trainers</p>	<p>By the end of August, 2011</p> <p>By the end of December, 2011</p> <p>By the end of 2011-2012 school year</p> <p>December 1, 2011</p> <p>End of May, 2012</p> <p>By the end of May, 2012</p> <p>By the end of 2011-2012</p>
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