

Early Education		
Vision		
The Colorado School for the Deaf and the Blind's Early Education Department provides children, birth to five, and their families statewide with information, resources, early intervention and preschool support in order to foster the physical, intellectual, social, emotional, and communication development that lays the foundation for each child's educational success.		
Goal	Action Steps	Outcomes (Data-Based)
Expansion of services for children who are Blind or Visually Impaired from a single service provider model—in which one teacher serves approximately 30 families in nine counties around the state, without support staff—to a program model.	<ul style="list-style-type: none"> <li>• Meet immediate service needs through securing appropriate and qualified staff/consultants.</li> <li>• Develop a standardized packet of information to be shared with families at the initial visit</li> <li>• Acquire appropriate resources and materials to support families</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation and Mobility services are provided as needed by fall 2010. <i>In Progress (2011) Additional O&amp;M services were provided during the 2010-2011 school year, as requested, in the southern region of Colorado.</i></li> <li>• Early Intervention services are increased in response to documented needs. This will be determined during the school year 2010-2011. <i>In Progress (2011) A new Teacher of the Visually Impaired was hired (part-time) to support the current CSDB teacher in providing services to this population.</i></li> <li>• Packet of information disseminated and resources shared by 2012. <i>Completed (2011) A resource packet of information to be shared with families of newly identified children has been developed. It is currently under review at CSDB and will be printed and ready for dissemination by fall 2011.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Establish a task force to identify statewide needs, develop policies, guidelines, and budget, and recommend a timeline for implementation of program components by fall 2010.</li> <li>• The task force will include, but not be limited to stakeholder representatives including parent representatives, adults who are blind/visually impaired, teachers of the blind/visually impaired, Orientation &amp; Mobility, community agencies, and CO-Hear/CHIP.</li> </ul>	<p>The developed plan is presented to the Board and the Superintendent by 2012.</p> <p><b>In Progress (2011)</b> Due to time and resource constraints, it was decided it would be more efficient to seek input from groups at already occurring meetings (for example, the Southern Region Vision meetings and parent meetings and from within our own Strategic Plan committee) rather than to create a separate task force. One of the needs identified is the need for families to have the opportunity to come together so information, education, and opportunities for networking and parent-to-parent interaction and support can be provided. As a result of this identified need, the “Families Together” group has been started to support families of children who are blind and visually impaired in a group setting with training and opportunities for peer support and networking.</p>
Maintain and enhance program accountability	<ul style="list-style-type: none"> <li>• Determine the percentage of children (0-3) who have participated in the FAMILY Assessment during calendar year 2009. This will include overall numbers for the program and within the following sub-groups:</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the percentage of families who participate in the FAMILY Assessment by an additional 10% in calendar year 2011 and subsequent years.</li> </ul>

	<p>combined vision and hearing loss, Spanish-speaking, and unilateral hearing loss.</p> <ul style="list-style-type: none"> <li>Identify patterns of non-compliance by providers for assessment use by Dec. 2010 and provide targeted training and support to ensure assessments are completed in a timely manner (school year 2010 – 2011)</li> </ul> <p>Strategies Implemented:</p> <ol style="list-style-type: none"> <li>Assessment paragraph added to the bi-monthly CHIP Facilitator newsletter</li> <li>CHIP Facilitators needing additional support in completing the assessment have been identified.</li> <li>CO-Hears have met with identified CHIP Parent Facilitators.</li> <li>CHIRP and CSDB databases have been reviewed by the CO-Hears and corrections made to ensure accuracy.</li> </ol> <ul style="list-style-type: none"> <li>Through collaboration with other professionals and agencies, adapt an already established assessment, such as the FAMILY Assessment, for use with children (0-3) who are Blind and Visually-impaired (school year 2010 – 2011).</li> <li>Pilot the assessment battery with a subset of children to evaluate its effectiveness and feasibility (spring 2011)</li> <li>Develop and populate a database to track student outcomes</li> <li>Explore developing a common database with other agencies for tracking children who are Blind and Visually-impaired.</li> </ul>	<p>Completed (2011) Several strategies have been implemented to increase the number of assessments completed. As a result, the number of FAMILY Assessments completed during calendar year 2010 for children who are deaf and hard of hearing was 336 compared to 225 assessments completed in the prior year (2009). This is a 50% increase.</p> <ul style="list-style-type: none"> <li>Report outcome data on at least 50 % of the children in the B/VI program (0-3) by spring 2013. In Progress (2011) The state approved the use of The Oregon Project for Results Matter and this assessment is currently being used by our staff.</li> <li>Report outcome data on all (100%) of the children in the on-campus preschool programs by spring 2013. Not Yet Addressed (2011)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Develop an assessment battery for on-campus preschool programs (2010-2011). This information could be shared with Local Educational Agencies by the Preschool Mentors.</li> <li>• Implement the assessment battery with students (2011-2012 school year)</li> <li>• Develop and populate a database to track student outcomes</li> </ul>	
Examine and address the unique needs of families who live in rural areas, are non-English speaking, or caregivers who are Deaf/Hard of Hearing, Blind/Visually Impaired and/or who have disabilities.	<ul style="list-style-type: none"> <li>• Determine specific areas of need through surveys, focus groups, and analysis of outcome data (2010-2011).</li> <li>• Meet with stakeholders to determine needs and possible interventions to address identified needs.</li> <li>• Compile a summary report of the identified needs (spring 2011)</li> </ul>	<ul style="list-style-type: none"> <li>• Select and implement two strategies directly addressing the identified needs of each group (2011-2012)  <b>In Progress (2011) Meetings with stakeholders specific to working with families who are Spanish-speaking have been conducted. This group has met three times thus far to determine what is working for families and identify areas of need. The CO-Hear Program Coordinator is a committee member on the Center for Disease Control Diversity Committee specific to the needs related to Early Hearing Detection and Intervention (EHDI). This committee develops and distributes information nationally specific to the needs of families who are non-English speaking. Currently, this group is reviewing information prior to distribution to families. This work will be another way to address the needs of non-English speaking families within our state.</b> </li> </ul>

	<ul style="list-style-type: none"> <li>• Develop strategies for inter-disciplinary collaboration and communication to support families with multiple providers</li> <li>• Facilitate parent to parent support opportunities</li> <li>• Administer a parent survey the first and third year of strategic plan implementation to measure knowledge and satisfaction of services and programs</li> </ul>	<p>The CSDB Early Education Teacher of the Visually Impaired used evaluations that parents filled out at the “Families Together” meetings to formulate the plans for future meetings.</p> <ul style="list-style-type: none"> <li>• Parent awareness and participation in program options increases by 10% from the second survey</li> </ul> <p>In Progress (2011) A CHIP Parent Survey has been developed and will be distributed to parents in early fall 2011 (late August/early September). The "Families Together" group had three families from rural areas attend.</p> <p>A “training” on Cortical Visual Impairments was held at the request of several of the families with whom the Early Education Teacher of the Visually Impaired works. These families have children with additional disabilities which make the logistics of childcare difficult. Six families were able to attend.</p>
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<b>Academics</b>		
<b>Vision</b>		
Students at CSDB will possess the academic knowledge, 21st century skills, and positive self-identity required to pursue their life ambitions academically, professionally, and socially.		
<b>Goal</b>	<b>Action Steps</b>	<b>Outcomes (Data-Based)</b>
<b>Academics (Reading)</b> Establish ASL/English immersion cohorts (deaf), and literacy cohorts (blind) to provide intensive language/literacy remediation	<b>School for the Deaf:</b> <ul style="list-style-type: none"> <li>• Develop a middle school and high school schedule to accommodate identified language cohort students</li> <li>• Order materials and research professional development opportunities</li> <li>• Establish special services teams to analyze student data, make individualized recommendations for intervention/integration, and adaptations/additions to program as needed</li> </ul> <b>School for the Blind:</b> <ul style="list-style-type: none"> <li>• Research methods and curricula to determine an appropriate, adaptable, and comprehensive literacy intervention program complete with standards, assessment tools, and rubrics</li> <li>• Using the Response to Intervention (RtI) framework, identify students who need intervention support, provide the targeted or intensive interventions and assess student progress to use data to drive instructional decision-making</li> <li>• Order materials and research professional development opportunities</li> <li>• Assign a Professional Learning Community (PLC)/RtI team to analyze student data,</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student language and literacy growth that allows cohort students to integrate into and benefit fully from grade appropriate classes; targeted growth to be determined in spring 2011 using spring 2010 and 2011 Adams-50 reading level data for cohort students</li> </ul> <p><b>In Progress (2011) Percentage of cohort students who made growth as measured by WIDA (World-Class Instructional Design and Assessment):</b></p> <ul style="list-style-type: none"> <li>• Elementary: 100%</li> <li>• Middle School: 100%</li> <li>• High School: 88%</li> </ul> <p><b>Percentage of cohort students who made growth as measured by the Adams-50 reading assessment:</b></p> <ul style="list-style-type: none"> <li>• Elementary: 89%</li> <li>• Middle School: 83%</li> <li>• High School: 88%</li> </ul> <ul style="list-style-type: none"> <li>• Increased student literacy growth that allows cohort students to benefit fully from grade/level appropriate</li> </ul>

	make individualized recommendations for intervention, and adaptations/additions to program as needed.	curriculum; targeted growth to be determined in spring 2011 by CSAP and Measures of Academic Performance (MAP) scores <b>Not Yet Addressed (2011)</b>
<b>Academics (Writing)</b> Implement Step Up to Writing curriculum in the Schools for the Deaf and the Blind	<ul style="list-style-type: none"> <li>• Research and schedule professional development opportunities</li> <li>• Inventory and order additional materials as needed</li> <li>• Analyze student data, make individualized recommendations for intervention, and adaptations/additions to program as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Increased writing proficiency measured by CSAP, MAP and Curriculum Based Measurement (CBM) writing assessments; May 2011, 2012, and 2013 <b>In Progress (2011) CSAP writing proficiency data will be available August 2011.</b></li> </ul>
<b>Academics (Math)</b> Expand the use of the Math Lab concept and math progress monitoring tools at the School for the Deaf and the School for the Blind	<ul style="list-style-type: none"> <li>• Train teachers in the math lab concept in order to utilize the time for student math concept development</li> <li>• Teachers will use Accelerated Math, and identified students will complete at 10-25</li> </ul>	<ul style="list-style-type: none"> <li>• Increased math proficiency measured by MAP and CSAP assessments; May 2011, 2012 and 2013 <b>In Progress (2011) Percentage of students who made growth as measured by MAP:</b> <ul style="list-style-type: none"> <li>• School for the Deaf Elementary: 90%</li> <li>• School for the Deaf Middle School: 75%</li> <li>• School for the Deaf High School: 73%</li> <li>• School for the Blind (3<sup>rd</sup> grade-12<sup>th</sup> grade): 81%</li> </ul> <b>CSAP math proficiency data available August 2011</b> </li> <li>• Increased student utilization of Accelerated Math: 60% by Dec 2010</li> </ul>

	<p>targets each semester with Star Math (School for the Deaf)</p> <ul style="list-style-type: none"> <li>• Pilot Accelerated Math (School for the Blind)</li> <li>• Research and resolve accessibility issues for Accelerated Math</li> </ul>	<p>and 90%; May 2011, 95% by May 2013  <b>School for the Deaf: 81% utilization</b></p> <ul style="list-style-type: none"> <li>• Outcome data reported on at least 80% of the students from chosen progress monitoring tool by May 2012, 90% by May 2013  <b>In Progress (2011) School for the Blind: Piloted Accelerated Math during 2010-2011 school year</b></li> </ul>
<p><b>Academics (Portfolios)</b>  Develop/adapt a comprehensive portfolio, consisting of sample K-12 student work and assessments for each CSDB student</p>	<ul style="list-style-type: none"> <li>• Designate a team to develop required portfolio contents in the areas of academics, including Access Skills, Expanded Core Curriculum, and technology</li> <li>• Train staff to implement the portfolio system</li> <li>• Team members and program coordinators meet to review portfolio system implementation and effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Establish evidence of student growth over time, and increase communication/access/ utilization of information among service providers campus-wide; May 2011, 2012, 2013  <b>Not Yet Addressed (2011)</b></li> </ul>
<p><b>Academics (Curriculum)</b>  Access and adapt curriculum maps which reflect the Revised Standards/21<sup>st</sup> Century Skills and Readiness Competencies</p>	<ul style="list-style-type: none"> <li>• Teachers will develop/adapt curriculum maps for every subject taught</li> <li>• Teachers will be trained on a web-based program to post their curriculum maps for teacher, service provider, and parent access and ease of use</li> <li>• Teachers will ensure that Access Skills are included in their curriculums for students with additional disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Establish curriculum maps by May 2011  <b>Completed (2011) Curriculum maps established in all subject areas for the 2010-2011 school year</b></li> <li>• Align vertical K-12 curriculum and infuse with 21<sup>st</sup> Century Skills by May 2012  <b>In Progress (2011) Science and PE/Health curriculum teams in place; additional teams to be established fall 2011. Incorporation of 21<sup>st</sup> Century Skills to begin summer 2011.</b></li> </ul>



<p><b>Educational Innovation</b> Teachers and Residential Staff will collaborate to establish an Educational Innovation Team to implement cutting-edge educational programs and strategies</p>	<ul style="list-style-type: none"> <li>• Research, identify, and prioritize programmatic innovations/restructuring which address the challenges specific to our students, including potential programs such as: alternative scheduling opportunities flexible staffing; additional skills remediation programs/writing lab; opportunities to integrate the arts</li> <li>• Develop a plan of implementation, administration, data collection, and accountability procedures for identified pilot programs</li> <li>• Analyze data to make adjustments to pilot programs as needed, and expand successful pilot programs school-wide</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure instructional programs and strategies reflect 21<sup>st</sup> Century Skills and are tailored specifically to our student needs in order to maximize student learning; May 2011, 2012, and 2013 <b>Not Yet Addressed (2011)</b></li> </ul>
<p><b>Educational Innovation</b> Establish a Peer Tutoring Program</p>	<ul style="list-style-type: none"> <li>• Determine current programs that could benefit from using students as peer tutors and role models</li> <li>• Program representatives hire, train, collect data and evaluate peer tutors</li> <li>• Participating staff meet with Educational Innovation Team and Program Coordinators to review data and make adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Increased learning opportunities for students and peer tutors as measured by increased participation data; May 2011, 2012, and 2013 <b>Not Yet Addressed (2011)</b></li> </ul>
<p><b>Educational Innovation</b> Expand the Literacy Around the Clock (LAC) program at the School for the Deaf to include additional after-school and evening literacy opportunities.</p>	<ul style="list-style-type: none"> <li>• Establish a Dorm Literacy Team to oversee program operations, training, and accountability</li> <li>• Develop an expanded Vocabulary Lab schedule to include residential deaf students of advanced reading levels, and determine feasibility of providing day students with after-school/evening literacy services</li> <li>• Meet with Dorm Literacy Team and Lab facilitators (blind) to develop Lab adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student language and literacy growth as measured by Adams-50 data and data collected using on-going progress monitoring in the Lab; May 2011, 2012, 2013 <b>In Progress (2011) Percentage of students who made growth as measured by Adams-50: 87%</b>  <b>Percentage of students who made</b></li> </ul>

	<p>and schedule for blind students</p> <ul style="list-style-type: none"> <li>• Meet to review program, suggest adaptations and develop accountability measures</li> </ul>	<p>growth as measured by Lab data:</p> <ul style="list-style-type: none"> <li>• Long-term memorization: 95%</li> <li>• Fluency: 94%</li> <li>• Semantic networking: 89%</li> </ul> <ul style="list-style-type: none"> <li>• Increased student language and literacy growth as measured by Adams-50 – baseline determined by May 2011; 2012, 2013</li> </ul> <p>Not Yet Addressed (2011)</p>
<p><b>Educational Innovation</b></p> <p>Teachers and Residential Staff will collaborate to create and implement common Expanded Core Curriculum (ECC) teaching strategies and materials</p>	<ul style="list-style-type: none"> <li>• Establish an ECC Team to oversee program operations and ensure accountability</li> <li>• A Teacher of the Visually Impaired and an Orientation and Mobility Specialist will train the Residential Staff on ECC strategies and accommodations</li> <li>• School for the Blind and Residential Staff will develop or adopt an existing ECC inventory/checklist and evaluate the impact upon students</li> <li>• Provide professional development/ opportunities for individuals to meet stated goals</li> </ul>	<ul style="list-style-type: none"> <li>• Increased communication and consistent use of ECC strategies school-wide, as well as increased student performance as measured by ECC checklists and Individualized Education Plan (IEP) Measurable Outcomes; May 2011, 2012, and 2013. In Progress (2011) School for the Blind teachers and dorm staff communicate using SharePoint “Collaboration School and Residential Site.</li> </ul> <p>ECC checklist baseline data established.</p>
<p><b>Technology</b></p> <p>Increase all student skill levels in using technology</p>	<ul style="list-style-type: none"> <li>• Assess all students</li> <li>• Develop/adapt K-12 technology curriculum</li> <li>• Implement technology curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student knowledge on how to use technology necessary to support academic progress as measured by the current 8<sup>th</sup> grade assessment and technology curriculum assessment; May 2011, 2012, and 2013</li> </ul> <p>Not Yet Addressed (2011)</p>

<p><b>Technology (School for the Blind)</b> Provide students with assistive technology and training as determined by Individualized Education Plans</p>	<ul style="list-style-type: none"> <li>• Develop/adapt assistive technology assessment and assess student needs annually</li> <li>• Write individual student assistive technology plans</li> <li>• Implement individual technology plans and monitor progress</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure students in the School for the Blind have the skills and knowledge necessary to support academic progress, ECC, and transition goals as measured by individual student progress on technology plan; May 2011, 2012, and 2013 <b>Not Yet Addressed (2011)</b></li> </ul>
<p><b>Technology</b> Identify and provide daily access to appropriate and current technology</p>	<ul style="list-style-type: none"> <li>• Inventory/check all current technology</li> <li>• Train students on current technology and new technology as it becomes available</li> <li>• Purchase/partner with technology vendors to acquire new technology</li> <li>• Monitor student skill levels in using technology</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure students are prepared with 21<sup>st</sup> Century Skills as measured by the International Society of Technology in Education-National Educational Technology Standards for Students; May 2011, 2012, and 2013 <b>Not Yet Addressed (2011)</b></li> </ul>
<p><b>Technology</b> Increase all staff skill levels in using technology and provide professional development</p>	<ul style="list-style-type: none"> <li>• All teachers, program coordinators, IT staff, and media specialist complete a technology skills self-assessment</li> <li>• School for the Blind staff and Residential Staff for the Blind complete an assistive technology assessment</li> <li>• All staff write technology goals and include in evaluation documents to improve skill levels</li> <li>• Provide professional development/opportunities for individuals to meet stated goals</li> </ul>	<ul style="list-style-type: none"> <li>• Increased staff knowledge and skills necessary to model, teach, and assist students with current technology as measured by teacher self-evaluations; May 2011, 2012, and 2013 <b>Not Yet Addressed (2011)</b></li> </ul>

<b>Employability</b>		
<b>Vision</b>		
All students will acquire the skills necessary to become employable and/or contributing members within their communities.		
<b>Goal</b>	<b>Action Steps</b>	<b>Outcomes (Data-Based)</b>
Provide students with work readiness activities	<ul style="list-style-type: none"> <li>• Establish a CSDB Career Center with computers, books, magazines, information boards and work tables, always available, for Preschool – 21 to access throughout the school day.</li> <li>• Provide career exploration workshops for students in grades K-5.</li> <li>• Provide a career exploration class for middle school students.</li> <li>• Establish and implement a job shadow day for high school freshmen.</li> <li>• Expose high school freshmen and sophomores on Graduation Plan II to job seeking and financial skills.</li> <li>• Research and provide consistent assessments on special skills (i.e.: typing, second language, computer skills, etc) for a</li> </ul>	<ul style="list-style-type: none"> <li>• By May 2011, Preschool – 21 year old students will utilize the Career Center for job exploration. <b>In Progress (2011) Program Coordinator ordered appropriate books and materials for all ages to be received by June 30, 2011.</b></li> <li>• By May 2012, the students will participate in a minimum of 4 workshops. By May 2013, the students will participate in a minimum of 9 workshops. <b>Not Yet Addressed (2011)</b></li> <li>• By May 2012, the students will complete a quarter-long career exploration class. <b>In Progress (2011) Strategic Team decided class will be called Career/ Self-Awareness Class and the curriculum is called Empower. This curriculum was developed for students who are Blind/Visually Impaired and will be adapted for the students who are Deaf/Hard of Hearing.</b></li> </ul>

	<p>job application.</p> <ul style="list-style-type: none"> <li>• Improve and implement a checklist of job skills students are encouraged to master before exiting the work program for 18-21 year olds.</li> <li>• While following ICAP standards, make several portfolio options available for students to use their 21<sup>st</sup> Century skills to create, document, and explain a post-high school plan.</li> <li>• Identify and adapt an array of interest inventories.</li> </ul>	<ul style="list-style-type: none"> <li>• By May 2013, all freshman students will be given the opportunity to participate in one job shadow day. <b>Not Yet Addressed (2011)</b></li> <li>• By May 2013, the students will be introduced to job seeking and financial skills within academic classes or in the career center. <b>Not Yet Addressed (2011)</b></li> <li>• By May 2012, the high school and post high school students will complete job applications utilizing appropriate assessments. <b>Not Yet Addressed (2011)</b></li> <li>• By May 2013, high school work program graduates will have completed a professional portfolio outlining acquired job and independent skills. <b>In Progress (2011) Junior Career Awareness classes worked on Independent Career and Academic Portfolio (ICAP) through the College in Colorado website. Senior On-the-Job-Training (OJT) classes completed iTransition portfolios.</b></li> <li>• By May 2011, all high school students will be placed in appropriate job sites using their completed interest inventories. <b>Completed (2011) using</b></li> </ul>
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		<p>Colorado Career Cluster Model which is used within ICAP, College in Colorado, and the Career Technical Education Program:</p> <ul style="list-style-type: none"> <li>• Business, Marketing &amp; Public Administration – 4 work study; 3 competitive</li> <li>• Agriculture, Natural Resources &amp; Energy – 3 work study</li> <li>• STEM, Arts, Design &amp; Information Technology – 1 work study</li> <li>• Skilled Trades &amp; Technical Sciences – 3 work study; 1 competitive</li> <li>• Health Science, Criminal Justice &amp; Public Safety – 1 work study</li> <li>• Hospitality, Human Services &amp; Education – 15 work study; 2 competitive</li> </ul>
Provide students with the skills to be independent	<ul style="list-style-type: none"> <li>• Consistently use a checklist of independent skills related to employment that parents, teachers and dorm staff (if applicable) complete about their student prior to their IEP.</li> <li>• Monitor and document the progress of a high school or post-high school student's ability to live independently.</li> <li>• Establish a series of workshops focusing on 21<sup>st</sup> Century learning and independent skills</li> </ul>	<ul style="list-style-type: none"> <li>• By May 2013, high school and post-high school students will demonstrate learned independent living skills in their dorm or apartment as measured by a completed checklist of at least a score of satisfactory. In Progress (2011) Strategic Team created checklist of 143 independent living skills.</li> <li>• By September 2011, the middle school students will utilize the career</li> </ul>

	<p>for students in the post-high school work program.</p> <ul style="list-style-type: none"> <li>• Identify and adapt a curriculum for the career exploration class in middle school which includes teaching self-determination, awareness, advocacy and the rights and responsibilities of a person with a disability.</li> </ul>	<p>exploration curriculum.  <b>In Progress (2011)</b> We ordered and received the curriculum called <b>Empower</b>. It was developed for students who are <b>Blind/Visually Impaired</b>. The <b>Employability Center</b> teacher is in the process of making adaptations for the students who are <b>deaf/hard of hearing</b>.</p>
Provide students with real life work experiences	<ul style="list-style-type: none"> <li>• Establish a work environment on campus which supports students with additional needs.</li> <li>• Create and utilize a brochure, power point and/or portfolio to advertise the Employability Center program to potential employers.</li> <li>• Identify and create job descriptions for on- and off-campus work which will be used by the Employability Center.</li> <li>• Identify and provide at least 1 off-campus job experience for all eligible students in the Employability Center work programs</li> <li>• Expand on the system to contact all post-graduates for follow-up one, three and five years after graduation.</li> <li>• Establish and implement an accessible graph for all students to self-measure their job performance utilizing job coach and employer evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>• By May 2011, applicable students will participate in at least one job in the on-campus work environment.  <b>Completed (2011)</b> Students in the <b>Supported OJT</b> and <b>Bridges to Life</b> programs work with <b>Penzey's Spices</b> and <b>Cheyenne Mountain Zoo</b> on campus.</li> <li>• By May 2011, the staff will increase the pool of employers by using the marketing tools.  <b>In Progress (2011)</b> Strategic Team and Employability Center Staff finished two brochures (one for students/parents and one for employers) and a video story board that can be linked to the website.</li> <li>• May 2013, eligible students will have one off-campus job experience in which they follow the designated job description.  <b>Completed (2011)</b> Employability Center staff completed a binder</li> </ul>

	<ul style="list-style-type: none"> <li>• Research and apply money/grant opportunities for work programs</li> </ul>	<p>depicting all current and previous job descriptions. This binder is organized by Career Clusters designated by the ICAP and Career and Technical Education (CTE) standards.</p> <ul style="list-style-type: none"> <li>• By May 2012, post-graduates will have their current information documented to measure the program's success in the following way: 85% one year out of high school, 70% two years out of high school and 55% five years out of high school. In Progress (2011) Employability Center Strategic Team is researching a new process for contacting students. One year has been met. Two and five years is proving to be difficult.</li> <li>• By May 2012, the students will utilize a tool to graph and monitor their job performance over one year's time utilizing job coach and employer evaluations. In Progress (2011) Strategic Team worked in conjunction with CSDB Brailist to develop an self-monitoring chart for all students, including Braille users. It will be piloted fall 2011.</li> <li>• By May 2013, the staff and CSDB grant writer will obtain at least one grant. Not Yet Addressed (2011)</li> </ul>
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Outreach		
All eligible children in Colorado, birth to 21, who are identified with a sensory disability, will have increased quality learning experiences and successful integration into their chosen academic, post-secondary and/or community settings through collaboration between the Colorado School for the Deaf and the Blind, school districts, and families.		
Goal	Action Steps	Outcomes (Data-Based)
<b>Distance Education &amp; Distance Learning</b> <ul style="list-style-type: none"> <li>Develop materials to enhance the understanding of related service personnel about the needs of students who are deaf/HH or blind/visually impaired, including those with additional disabilities. Provide access to these materials through the use of technology and a variety of training options.</li> <li>Offer options for students across the state to access distance education and support through CSDB.</li> </ul>	<ul style="list-style-type: none"> <li>Research and/or develop materials related to specified topics and post to the CSDB website.</li> <li>Develop a plan and timelines for providing distance education options.</li> <li>Evaluate effectiveness of options offered.</li> </ul>	<ul style="list-style-type: none"> <li>By June of each year (2011, 2012, 2013), a minimum of three informational documents or videos aimed at enhancing the understanding of educational staff related to the needs of students who are deaf/HH or blind/visually impaired, including those with additional disabilities, will be posted on the CSDB website.  Completed (2011) Videos related to the topics of “technology for the Blind/Visually Impaired” (in three segments) and “screen reading software” (in four segments) posted to the website.</li> <li>Informational documents have been posted to the website entitled: “Psychological Assessment Practice with Students who are Deaf/Hard of Hearing” and “Psycho-educational Assessment Practices” for students who are Blind/Visually Impaired.</li> </ul>

		<ul style="list-style-type: none"> <li>By June 2013, CSDB will have a menu of online and/or distance education options listed on the CSDB website and disseminated to school districts and parents throughout the state. <b>Not Yet Addressed (2011)</b></li> </ul>
<b>Parent and Student Support</b> <ul style="list-style-type: none"> <li>Expand information on the CSDB website for parents of students who are deaf/HH or blind/visually impaired, including those with additional disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Develop accessible documents including the following:               <ol style="list-style-type: none"> <li>Who should parents call?</li> <li>How do parents know if their child is getting what s/he needs in school?</li> <li>Questions parents could ask their IEP team.</li> <li>Information regarding parent training opportunities (such as CDE's "Parents Encouraging Parents").</li> <li>Translate materials into Spanish and provide information about how Spanish-speaking parents can engage in their child's education.</li> <li>Expand instructional videos on the website.</li> <li>Information about technology and devices.</li> <li>Accessing role models.</li> <li>Mental health needs of students.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>By June 2013, information related to the content identified in the action steps will be included on the CSDB website. <b>In Progress (2011) Informational videos have been posted to the website.</b>  <b>Technology loan bank request forms have been updated and posted to the website.</b></li> <li>(Blind/VI) - At least two short courses will be offered annually at CSDB or in other regions of the state (sponsored by CSDB) to provide intensive skill development in the Expanded Core Curriculum (ECC). <b>Completed (2011) Short courses offered:</b> <ol style="list-style-type: none"> <li>"Orientation and Mobility"</li> <li>"Independent Living Skills"</li> <li>"Sensory Safari"</li> <li>"Sports Education Camp"</li> <li>Showshe Weekend (Estes Park)</li> </ol> </li> </ul>
<ul style="list-style-type: none"> <li>(Blind/VI) - Offer short courses for intensive skill development (Expanded Core Curriculum, daily living skills, orientation and mobility,</li> </ul>	<ul style="list-style-type: none"> <li>Blind/VI)               <ol style="list-style-type: none"> <li>Survey parents and TVIs to determine the highest prioritized need for courses.</li> <li>Identify providers at CSDB and throughout</li> </ol> </li> </ul>	

<p>braille instruction, etc.) for students who are blind/visually impaired enrolled in public schools.</p> <ul style="list-style-type: none"> <li>• (Deaf/HH) - Provide activities and support for students who are D/HH, deafblind, and/or who may have additional disabilities</li> </ul>	<p>the state to develop and provide the training.</p> <ol style="list-style-type: none"> <li>3. Develop an annual menu of short course offerings and disseminate through the CSDB website and CDE listserve as well as other communication methods.</li> <li>4. Provide opportunities for students who are blind/VI to interact with adult role models.</li> </ol> <ul style="list-style-type: none"> <li>• Deaf/HH) <ol style="list-style-type: none"> <li>1. Provide opportunities for students who are deaf/HH to interact with adult role models.</li> <li>2. Expand opportunities for students to engage in socialization activities, including regional student activities and video or phone “pals”.</li> <li>3. Develop opportunities for students and their families to increase their sign language skills.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• (Deaf/HH) - During each year of the strategic plan, at least one activity will be sponsored and/or offered by CSDB in at least four regions of the state, in each of the action steps (role model activity, student socialization activity, sign language development activity). <b>Completed (2011)</b> <ol style="list-style-type: none"> <li>1. Education Beyond High School Fair</li> <li>2. Co-sponsored track and field day (Denver)</li> <li>3. Bowling events (San LuisValley &amp; Adams 12)</li> <li>4. Northern Colorado Host Day (provided activities for families)</li> <li>5. Mountain BOCES Spring Fling (provided activities for families)</li> <li>6. “Families Together” (0-5 years old)</li> </ol> </li> </ul>
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• (Blind/VI) - Provide training opportunities for service providers and parents to understand and assist students in developing self-advocacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>• (Blind/VI) <ol style="list-style-type: none"> <li>1. Research existing curriculums designed to assist students with special needs in understanding their disability and in advocating for their needs.</li> <li>2. Adapt existing curriculums or develop curriculums focused on the specific needs of students with vision loss and additional disabilities.</li> <li>3. Develop a plan for training service providers, parents and students.</li> <li>4. Disseminate information about the trainings.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• (Blind/VI) - Annually, a menu of professional development opportunities sponsored or co-sponsored by CSDB will be listed on the CSDB website. The website “events” session will be updated at least on a monthly basis with relevant trainings that are being planned for parents and educators in the state. <b>Completed (2011) Outreach exhibit tables at:</b> <ol style="list-style-type: none"> <li>1. CEC Courage to Risk Conference</li> <li>2. Career Day</li> </ol> </li> </ul>

<ul style="list-style-type: none"> <li>• (Blind/VI) - Provide training for persons interested in learning braille and/or becoming certified braille transcribers.</li> <li>• (Deaf/HH) - Develop a menu of professional development opportunities for parents and educational staff, including general educators, educational interpreters, etc. (in conjunction with partner agencies) to offer statewide and regional training opportunities on an annual basis.</li> </ul>	<ol style="list-style-type: none"> <li>5. Evaluate the effectiveness of the trainings and modify the materials and presentation formats as needed.</li> </ol> <ul style="list-style-type: none"> <li>• (Blind/VI) <ol style="list-style-type: none"> <li>1. Revise existing process for supporting persons who want to obtain Library of Congress certification in braille transcription.</li> <li>2. Develop a plan for supporting district efforts to increase braille acquisition for persons who want to learn braille.</li> </ol> </li> <li>3. Disseminate training opportunities through the CSDB website and other communication methods.</li> <li>• (Deaf/HH) <ol style="list-style-type: none"> <li>1. Utilize data collected through emails, workshop evaluations and other communications to identify the highest priority needs for training on an annual basis.</li> <li>2. Engage in conversations with partner agencies (CDE, Hands and Voices, etc.) to develop an annual calendar of events for trainings and workshop opportunities.</li> <li>3. Implement the trainings and collect evaluation and feedback data about the impact of the trainings and needs for the next year to use in budget planning for each subsequent year.</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>3. National Braille Challenge</li> <li>4. Regional Education Day (Pikes Peak Area)</li> <li>5. "Passport to Diversity in a Changing World" (Peterson Air Force Base)</li> </ol> <p>Co-sponsored and hosted on CSDB campus:</p> <ol style="list-style-type: none"> <li>1. Orientation and Mobility Conference</li> <li>2. Colorado School Nurses Conference</li> <li>3. Facilitated Regional Meetings for Teachers of the Visually Impaired (TVI)</li> <li>4. Professional development activities provided by Dr. Karen Wolffe for TVIs and parents related to the Expanded Core Curriculum</li> <li>5. National Braille Challenge</li> </ol> <ul style="list-style-type: none"> <li>• (Blind/VI) - CSDB will sponsor or co-sponsor a minimum of one training for persons wanting to learn braille each year during the 2010-2013 strategic plan.</li> </ul> <p>Completed (2011)</p> <ol style="list-style-type: none"> <li>1. Braille formatting training for Library of Congress certified braille transcribers.</li> <li>2. Braille transcription computer software training held in CIMC.</li> </ol>
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	<ul style="list-style-type: none"> <li>• (Deaf/HH) Develop a menu of professional development opportunities for parents and educational staff, including general educators, educational interpreters, etc. (in conjunction with partner agencies) to offer statewide and regional training opportunities on an annual basis.</li> </ul>	<ul style="list-style-type: none"> <li>• (Deaf/HH) - Annually, a menu of professional development opportunities sponsored or co-sponsored by CSDB will be listed on the CSDB website. The website "events" session will be updated at least on a monthly basis with relevant trainings that are being planned for parents and educators in the state. Completed (2011) Outreach exhibit tables at: <ol style="list-style-type: none"> <li>1. CEC Courage to Risk Conference</li> <li>2. Career Day</li> <li>3. School Nurses Conference</li> <li>4. Regional Education Day (Pikes Peak Area)</li> <li>5. Passport to Diversity in a Changing World (Peterson Air Force Base)</li> </ol> CSDB staff presented at the CDE Cochlear Implant Consortium.  Professional development opportunities hosted at CSDB: <ol style="list-style-type: none"> <li>1. Autism and Deafness Conference</li> <li>2. Community sign language classes</li> </ol> </li> </ul>
<b>Technology</b> <ul style="list-style-type: none"> <li>• (Blind/VI) - Provide regional training opportunities to increase the knowledge of educational staff throughout the state about current technology.</li> </ul>	<ul style="list-style-type: none"> <li>• (Blind/VI) <ol style="list-style-type: none"> <li>1. Collect and prioritize data related to technology use (such as accessing electronic texts) from educational professionals.</li> <li>2. Collaborate with agencies and</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• (Blind/VI) - Each school year during 2010-2013, CSDB will sponsor or co-sponsor a minimum of one training opportunity related to technology use for staff who work with students who are blind or visually impaired in</li> </ul>

<ul style="list-style-type: none"> <li>• (Blind/VI) - Expand the technology loan bank for the B/VI to allow providers to explore the use of various devices with students.</li> <li>• (Deaf/HH) - Provide regional training opportunities to increase the knowledge of educational staff throughout the state about current technology as well as expanding the development of instructional videos on the CSDB website.</li> </ul>	<p>organizations that have a role in technology use (CDE, Assistive Technology Partners, etc.) to develop and implement a plan for providing information to educators in the state.</p> <ul style="list-style-type: none"> <li>• (Blind/VI) <ol style="list-style-type: none"> <li>1. Review the inventory of current devices in the technology loan bank to identify devices needing to be purchased or updated.</li> <li>2. Identify persons who will coordinate the loan bank and revise the process for district loans, as needed.</li> <li>3. Develop a timeline for the ongoing purchase and maintenance of equipment over the three year period of this strategic plan.</li> <li>4. Utilize loan bank equipment at regional trainings to introduce equipment to educational providers.</li> <li>5. Gather feedback data and analyze results to make program modifications</li> </ol> </li> <li>• (Deaf/HH) <ol style="list-style-type: none"> <li>1. Through the use of data collected from educational staff throughout the state, develop priorities of staff for information needs related to technology use.</li> <li>2. Work with other agencies and organizations that have a role in technology use (CDE, Colorado Cochlear Implant Consortium, Assistive Technology Partners, etc.) to develop a plan for</li> </ol> </li> </ul>	<p>Colorado.</p> <p>Completed (2011)</p> <ol style="list-style-type: none"> <li>1. APH BookPort Plus training for TVIs</li> <li>2. Dissemination of available APH webinar postings</li> <li>3. DAISY format training for TVIs</li> </ol> <ul style="list-style-type: none"> <li>• (Blind/VI) - The process for using the technology loan bank will be developed, uploaded to the CSDB website by September, 2010, and updated annually thereafter. Completed (2011) Revised technology loan bank request forms posted to CSDB website.</li> <li>• (Deaf/HH) - Each school year during 2010-2013, CSDB will co-sponsor or sponsor a minimum of one training opportunity related to technology use for students who are deaf or hard of hearing for educators in Colorado. Completed (2010) CSDB hosted a remote site for the state cochlear implant training.</li> </ul>
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<ul style="list-style-type: none"> <li>• (Deaf/HH) - Expand the inventory and improve the procedures for the technology and listening device loan banks for the deaf/HH.</li> </ul>	<p>providing information to educators in the state.</p> <p>3. Implement CSDB's responsibilities in the collaborative plan.</p> <ul style="list-style-type: none"> <li>• (Deaf/HH)             <ol style="list-style-type: none"> <li>1. Review the inventory of current devices in the technology and listening loan banks to identify devices needing to be purchased or updated.</li> <li>2. Identify persons who will coordinate the loan banks and revise the process for district loans, as needed.</li> <li>3. Develop a timeline for the ongoing purchase and maintenance of equipment over the three-year period of this strategic plan.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• (Deaf/HH) - The inventory, training materials and process for using the technology and listening device loan banks will be revised, based on stakeholder feedback, and uploaded to the CSDB website by September 2011 and updated annually thereafter. <b>Completed (2011) Revised technology loan bank request forms posted to CSDB website.</b></li> </ul>
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