

Jeffco Transition Services (JTS) 18-21 Services



<p>Project SEARCH *UCHealth *Children's Hospital Colorado</p>	<p>Gain meaningful employment skills through full immersion into a professional work environment.</p> <ul style="list-style-type: none"> ● Explore different career interests ● Opportunity to practice independent living skills, public transportation, self-advocacy ● Eligibility determined and services available through multiple community partners ● Follow along services provided by partner agencies to obtain competitive employment
<p>STEP UP –Secondary Transition to Employment Program *USGS –Federal Center</p>	<p>The U. S. Geological Survey has established a partnership with Jeffco Transition Services. Through the partnership, students with disabilities (ages 18-21) volunteer at USGS to gain valuable job skills to support their goals of seeking employment and living independently.</p> <ul style="list-style-type: none"> ● Job skills are geared towards technology and data entry based employment ● Opportunities for job and career exploration ● Environment is geared towards students passionate in science and enjoy being surrounded by others that are equally passionate in this field ● Off campus classroom, independent use of RTD is preferred, but travel training is available ● Follow along services provided by partner agencies to obtain competitive employment
<p>LEAP- A community based transition program</p>	<p>What does it mean to be a community based transition program?</p> <ul style="list-style-type: none"> ● Opportunity to practice community access skills, money management, job readiness and social skills. ● Connections with adult service agencies ● Students receive immediate RTD training from LEAP staff to learn to independently travel to class and work sites from their homes. ● Classes are held at library and recreation centers around the Jeffco and Denver metro area. Classes take place 2 days a week. ● Students participate in one community based work experience each semester. Work experiences take place 2 days a week. Students also have the option of applying for long term paid employment. <ul style="list-style-type: none"> ○ Job sites are developed based on students interest as well as identified skill development. ● Students are expected to be safe and responsible while in the community without the presence of staff.

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<p>Community Hubs:</p> <ul style="list-style-type: none"> *Central Area Transition Services (CATS)- Rose Stein Cottages *North Area Transition Services (NATS) - Arvada West HS *Northeast Transition (NET) - Sobesky Academy *South Area Transition Services (SATS) - Dakota Ridge HS 	<p>Community based career & employment, post-secondary education and adult independent living experiences.</p> <ul style="list-style-type: none"> ● Community access strictly via RTD, Light Rail and Access-a-Ride. ● Unpaid and/or volunteer work experiences with community partners, during school hours. ● Developing employability resources such as resume, cover letter, completing applications, answering interview questions, etc. ● RTD travel training through JTS, Via Mobility and/or RTD. ● Functional academics in all settings. ● Adult Independent activities such as grocery shopping, meal planning, cooking, pre-vocational skills and community exploration for recreation and leisure. ● Researching post-secondary education options and connecting with post-secondary education experiences of interest. ● Connection and collaboration with adult agencies.
<p>Miller/ Lighthouse</p> <ul style="list-style-type: none"> *Fletcher Miller School 	<p>Combination of community and center based instruction that supports the development of the whole learner via multidisciplinary teams.</p> <ul style="list-style-type: none"> ● The primary focus is on individual needs in the areas of medical, physical, social/emotional and communication. ● Instruction focus in the areas of prevocational skills, functional communication, and life skills to prepare individuals for supported living environments and supported adult programs in their post-secondary lives. ● Eligibility determination is made by an IEP team selecting the separate school setting as the least restrictive environment. (requires SPED Partner involvement for placement decisions)