

# Evidence to Practice

Based on the evidence and your system's objectives for family engagement: 1) Select one or more related goals to meet your system's objective and 2) For each goal select two or more Vital Behaviors to assist you in reaching the goal and objective.

**Evidence Statements:** *Parent involvement has a positive impact on post-secondary outcomes for individuals with disabilities. Source: CEC's DCDT Fast Facts*  
*When families stay engaged in a young person's education, social and community activities, the young person is more likely to complete high school, participate in post-secondary education and is more likely to be employed. Source: NCWD – Youth*

*If youth have access to mentors and role models who help them through a coordinated and progressive series of activities and experiences, allowing them to exercise leadership and build self-esteem, then the youth will gain skills and competencies to help them to direct and control their own life. Source: NCWD – Youth*

**Related Indicators:** 1, 2, or 14

## Objective/Area of Concentration:

### Improve post-secondary outcomes for students with disabilities

#### Goal 1

By May 15<sup>th</sup> \_\_\_% of or \_\_\_ out of \_\_\_ target families will implement skills and strategies to improve post-secondary outcomes with 60% completion as measured by weekly/monthly reporting.

#### Goal 2

By May 15<sup>th</sup> \_\_\_% of or \_\_\_ out of \_\_\_ target families will participate in high school completion, post-secondary education and/or employment activities with 60% completion as measured by weekly/monthly reporting .

Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior
Student will be supported by <b>family and community mentor/</b> business member as they job shadow or volunteer. Student, parent, and community member will record monthly progress.	Family and student will select ___ areas of need from a <b>transition activity list</b> and complete one each month.	Family and student will understand and discuss <b>graduation</b> requirements, using a child's <b>individual timeline</b> to keep track of upcoming activities on monthly basis, logging their conversations and accomplishments.	Results from a <b>transition assessment</b> will guide family and student to work together to complete a series of work-readiness skill exercises; reporting progress monthly.	Family and student will complete a <b>vision sheet</b> related to the interests, strengths, and weaknesses of student and identify ___ areas to work on, reporting progress to teacher monthly.	Family and student will use the <b>self-determination checklist/assessment</b> for completing task, recording monthly progress to share at upcoming meeting.

Suggested tools are listed below to assist you as you train families to complete the tasks you will monitor during your benchmark checks. Feel free to use the tools located on the Learning Curve.

Contact/Communication log; Job/task completion	Transition Activity List	Graduation Timeline with conversation guide	Transition Assessment; Transition Skills List	Vision Worksheet; Interest Inventory; Skills Log with Progress	Self-determination checklist/assessment
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