

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* *When teachers reach out to parents, students make more progress in both reading and math, researchers studying schools in low-income neighborhoods found student performance improved 40 to 50 percent faster if teachers did these three things: 1. Met face-to-face with each family at the beginning of the year to build relationships 2. Sent families materials each week on ways to help their children at home 3. Telephoned parents routinely with news about how their children were doing, not just if there were problems. Source: PTA Standards*

Related Indicators: 1, 2, 7, 8, or 14

Objective/Area of Concentration:

Increase the high school graduation rate, decrease the dropout rate, and increase post-secondary enrollment in partnership with families.

Goal 1

By May 15th ___% of or ___ out of ___ target families will apply learned skills/strategies during activities with their child to improve post-secondary/behavior/academic outcomes with 60% completion as measured by weekly/monthly reporting.

Goal 2

By May 15th ___% 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
Family and student will participate in person centered planning and complete monthly task related to their plan and goals.	Use teacher provided exercises to practice at home at least 15 min/2 times a week in an area of student's need, reporting efforts to teacher using preferred method of communication.	Family and student will review behavior strategies listed on a behavior chart to guide ___ weekly conversations/activities and share progress and comments with teacher once a month.	Results from a transition assessment will guide family and student to work together to complete a series of work-readiness skill exercises; reporting progress monthly.	Family and student will access GACollege411 or equivalent for an individual timeline and track activities (job shadowing, college visits, Vocational Rehabilitation counseling and etc) each grading period.	Family and student will track ongoing conversations by using a calendar and conversation starters for attendance, behaviors, and academic related to individual needs, reporting comments/questions/concerns to teacher or other IEP member.

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.

Person centered plan; Action plan	Homework help guide; Communication log	Behavior guide/ chart; Conversation guide	Transition assessment; Transition skills list	Graduation timeline tracking;	Communication log; Conversation guide
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