Graduation

Evidence to Practice

Georgia Parent Mentor Partnership

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**

Objective/Area of Concentration:

Increase the high school graduation rate, decrease the dropout rate, and/or 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 .

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Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior
Family and student will participate in **person centered planning** and complete tasks regularly that are related to their plan and goals.	Family and student will use an **IEP checklist or planning tool** to review and plan for conversations related to setting and meeting their goals.	Family and student will review **behavior strategies** to guide conversations/ activities, regularly reporting progress.	Family and student will utilize the results of a **transition checklist** to complete work-readiness exercises, regularly reporting progress.	Family and student will use a **graduation timeline** as a guide to track individual activities identified as needing to be completed.	Family and student will track ongoing conversations by using **conversation starters or progress reporting** to discuss attendance, behavior, and academic needs of student.

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	IEP checklist or planning tool	Behavior guide/ chart; Conversation guide	Transition checklist; Transition skills list	Graduation timeline; Conversation guide	Communication log; Conversation guide