**Research Statements for Problems Come Bundled**

**Graduation**

1. When parents know how to access information about employment, further education, community resources, supports and accommodations, then use this knowledge to help their young person access this information, the young person will have better post-school outcomes. ([NCWD for Youth](http://www.ncwd-youth.info/guideposts/family))
2. 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 direct and control their own life. ([NCWD for Youth](http://www.ncwd-youth.info/guideposts/family))
3. When families stay engaged in a young person’s educational, social, and community activities, the young person is more likely to complete high school, participate in secondary education, and is more likely to be employed. ([NCWD for Youth](http://www.ncwd-youth.info/guideposts/family))

**Communication**

1. The relationship between home and school serves as the foundation for shared learning and responsibility and also acts as an incentive and motivating agent for the continued participation of families and staff. Participants in initiatives are more willing to learn from those they respect and trust. ([Dual Capacity](http://www.ed.gov/family-and-community-engagement))
2. Initiatives that bring families and staff together for shared learning create collective learning environments that foster peer learning and communication networks among families and staff. ([Dual Capacity](http://www.ed.gov/family-and-community-engagement))
3. When parents have access to regular two–way communication with teachers and administrators through face to face (i.e. counselors, open houses, conferences) or written (i.e. emailing) communication on information about school programs and student progress, then they can impact student achievement and school improvement. ([Appleseed](http://appleseednetwork.org/wp-content/uploads/2012/05/It-Takes-A-Parent.pdf))

**IEP Awareness/Self-determination**

1. When parents are encouraged to participate in transition planning that includes being informed of parent support networks (e.g., networking opportunities with other parents, advocacy groups), giving multiple options for involvement (e.g., pre-IEP planning input, flexible IEP meeting times) and providing alternate ways to obtain input (e.g., survey sent home completed via phone call or email) in the transition planning process then parent involvement increases. ([CEC’s Fact Sheet](https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT-Fast-Fact-Parental-Involvement_Delphi_Final.pdf))
2. Students with disabilities, who had one or more parents who participated in a greater percentage of IEP meetings during the 11th and 12th year, were more likely to be engaged in post-school employment and had greater stability in their employment status. ([CEC’s Fact Sheet](https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT-Fast-Fact-Parental-Involvement_Delphi_Final.pdf))
3. When parents understand the importance of fostering self-determination skills (e.g., goal-setting, problem-solving, and decision-making) in their children, then they are more likely to promote the development of these skills on an ongoing basis using a checklist to monitor progress toward self-determination goals which can be particularly beneficial for adolescents with disabilities as they learn to meet the demands of employment, education, and adult life in the years following high school. ([CEC’s Fact Sheet](https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT-Fast-Fact-Parental-Involvement_Delphi_Final.pdf))

**Partnerships**

1. When families view themselves as partners in their children’s education then they are able to construct roles which impact their children’s education. ([Dual Capacity](http://www.ed.gov/family-and-community-engagement))
2. When families know how to access and use support services offered by community agencies such as healthcare, cultural events, tutoring and after-school programs, then they can create advocacy tools for their child to use beyond graduation. ([Appleseed](http://appleseednetwork.org/wp-content/uploads/2012/05/It-Takes-A-Parent.pdf))
3. When parents have access to school and student performance information and use the information to evaluate their child’s academic, social and life skills, then they can improve the post school outcome possibilities for their child. ([Appleseed](http://appleseednetwork.org/wp-content/uploads/2012/05/It-Takes-A-Parent.pdf))