

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*

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 or community mentor</b> to assist in meeting needs of student as they reach goals, regularly reporting progress.	Family and student will identify ___ actions from a <b>transition activity list</b> to complete, regularly reporting progress.	Family and student will use a <b>graduation timeline</b> as a guide to track individual activities identified as needing to be completed.	Family and student will utilize the results of a <b>transition checklist</b> to complete work-readiness exercises, regularly reporting progress.	Family and student will complete a <b>vision sheet</b> related to student’s interests, strengths, and challenges, identifying task to complete, regularly reporting progress.	Family and student will use a <b>self-determination checklist</b> to identify task to complete, regularly reporting progress.

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 Checklist; Transition Skills List	Vision Worksheet; Interest Inventory; Skills Log with Progress Monitoring	Self-determination checklist ASPIRE’ing FE Checklist
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