

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 self-determination and self-advocacy skills of students while giving students opportunities to plan and meet their goals to improve outcomes

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 tasks regularly that are related to their plan and goals.	Family and student will use provided exercises to practice at home , regularly reporting efforts using preferred method of communication.	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 identify ___ actions from a transition activity list to complete, regularly reporting progress.	Family and student will use a self-determination checklist to identify task to complete, regularly reporting progress.	Family and student will track ongoing conversations by using conversation starters or progress reporting to discuss attendance, behaviors, 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	Homework guide; Reading log; Communication log	IEP checklist or planning tool	Transition assessment, activity list or skills list	Self-determination checklist ASPIRE’ing FE Checklist	Communication log; Conversation guide
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