Potential Family Roles at the Systems Level

- Providing input to youth serving agencies, employers, and other community entities beyond high school
- Elevating and refining expectations that all youth with disabilities benefit from work experiences and paid employment
- Serving as "ambassadors" for younger families beginning transition process
- Cultivating their personal community networks for businesses to support youth work experiences
- Developing relationships with business and community partners to help appreciate / youth and family perspectives
- Informing family networks, such as PTA or Parent Information Centers, about partnership activities

Potential Family Roles at the Individual Student Level

- Source of support to youth beyond secondary and postsecondary education
- Attending and contributing to IEP meetings where transition planning is discussed
- Sharing their perspectives about youth's talents, strengths, and support needs with professionals and employers
- Assisting youth to be their own advocates in the pursuit of career goals
- Providing networks and contacts for potential work experiences and job opportunities
- Reinforcing work expectations to the youth
- Offering input for addressing challenges during transition and employment planning (e.g., transportation, unique accommodation needs, and health concerns)
- Exposing youth to their own personal employment experiences

Developed from A Guide to Developing Collaborative School-Community-Business Partnerships, 2015

This document was developed by the National Technical Assistance Center on Transition (NTACT), funded by Cooperative agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or imply endorsement by the U.S. Department of Education.

www.transitionta.org