# Session Twelve:

# Evidence Based Predictors

# PowerPoint Notes, Slide Content and Alt Text

The following information includes the slide content, slide notes, and alt text for images on slides. PowerPoint slide notes are intended to enhance understanding of the information on the slide and can assist in facilitation of the content. However, not every slide requires notes in addition to the slide content. The identical slide note information below is also available in the notes section of the corresponding PowerPoint slideshow.

The information in the notes may assist the facilitator to:

1. Further explain the concepts on the slide
2. Prepare for and implement an activity
3. Offer additional information to the participants

## Slide 1: “What Works for Work”

Evidence Based Predictors

**Alt Text:**

1: Logo for the Ohio Developmental Disabilities Council

2: Logo for the OCALI Lifespan Transitions Center

Slide Notes: Facilitators: As you begin this session with a group, prepare them for a session that is meant to be interactive and participatory. The groundwork will be laid with some general information and materials, however, interacting with the materials, information and concepts during the session is most important. As a single user, it is also important to allow time to review materials and use the activities to gain the most benefit from this session.

### Slide 2: *‘Trifecta’ for Transition Success:* Predictors, Practices and Planning

### Predictors

### The 'What'

### Program Structure

### Components to Address

### Planning

### The Map

### The Guide

### The Big Picture

### Practices

### The 'How'

### How to implement

### How to individualize

### Alt Text: Components of Transition Success. Funnel with 3 circles inside labeled Predictors, Planning, Practices. Outcome of 3 is Transition Success.

### **Slide Notes:** This graphic demonstrates that there are three components to successful transition outcomes. One is Transition Planning. It is essential and is referenced many time in the 12 sessions of What Works for Work. The Evidence Based Practices that have been the focus of the previous 11 sessions is another component. And the final component is Evidence Based Predictors. This final component will be the focus of Session 12.

### Slide 3: What are Evidence Based Predictors?

### *Evidence Based Predictors* describe what can be done while students *are still in school*….

### …..that can improve their success in: Adult Employment, Community Living and Participation and Adult Learning *after graduation*

### Alt Text: Victory. Several people standing together in front of a house, 1 young man arms up in a V shape above head

### **Slide Notes:** Prior to showing the text on the slide, ask the participants if they know (or have an idea) what Evidence Based Predictors mean. Once a few ideas are offered, show the description on this slide and the next one.

### NSTTAC\* reviewed the literature on Evidence Based Practices to include correlational research in secondary transition to identify *evidence-based predictors* that are correlated with improved post-school outcomes in education, employment, and/or independent living.

### \*NSTTAC: *National Secondary Transition and Technical Assistance Center. Now NTACT:C -National Technical Assistance Center on Transition: The Collaborative* [*www.transitionta.org*](http://www.transitionta.org/)

## Slide 4: Evidence Based Predictors for Post School Success

### Are identified by research

### Reflects activities, services and supports

### Occur during the school years

### Associated with higher rates of success in adult employment, post-secondary training and independent living

### Alt Text: High school student in front of locker.

Slide Notes: Evidence Based Predictors are identified by research. NTACT:C (see previous slide notes) reviewed high quality research to identify the activities, services and supports that youth engage in during the school years (before graduating high school) that are associated with higher rates of success in adult employment, post-secondary training and independent living.

## Slide 5: NSTTAC (NTACT:C\*)17 Predictors of Post School Success \**National Technical Assistance Center on Transition: The Collaborative*

### Career Awareness

### Occupational Courses

### Paid Work Employment/ Work Experience

### Career-Technical Education

### Work Study

### Community Experiences

### Exit Exam Requirements/HS Diploma

### Inclusion in Gen Ed

### Program of Study

### Self Advocacy

### Self Determination

12. Self Realization

13. Decision Making

### 14. Psychological Empowerment

### 15. Goal Setting

### 16. Self – Care/ Ind. Living Skills

### 17. Social Skills

### 18. Interagency Collaboration

### 19. Parent Expectations

### 20. Parental Involvement

### 21. Student Support

### 22. Transition Program

23. Technology Skills

Slide Notes: NTACT:C - https://transitionta.org/topics/effective-practices/

This list includes the original 17 predictors as well as 6 additional Predictors more recently identified for a total of 23 Predictors.

In the following slide you will see how these predictors were combined into 8 predictor areas for the Employment First Document on Evidence Based Transition Predictors. This document was reviewed by NSTTAC staff and found to be in alignment and agreement with the original NSTTAC predictors. These combined areas were created for greater clarity and simplicity in presenting this information to educators and other practitioners.

A chart that outlines predictors of post school success in three categories:  education, employment, and independent living is available here: https://transitionta.org/wp-content/uploads/docs/predictors\_byOutcomeArea\_2020\_10-16.pdf

Each predictors has been [evaluated regarding the amount, type, and quality of the research conducted, and are labeled as either (a) evidence-based, (b) research-based, or (c) promising](https://transitionta.org/topics/effective-practices/). These designations indicate the confidence one can have in the likely effectiveness of the intervention, when implemented as defined and recommended.

## Slide 6: NTACT:C EB Predictors: Foundation for Ohio Tools

### Ohio Employment First studied the EB Predictor work from NSTTAC (NTACT:C) when creating the Ohio Tools

### Identified need to increase awareness and use of research

### Strategy:

### Organized the Predictors into 8 Predictor Categories

### Developed the Ohio Employment First Evidence Based Predictor Tool for practitioners

Slide Notes: The Ohio Employment First work that focuses on transition youth supported the development of this tool as well as the Evidence Based Practices tool used in the other sessions. Multiple agencies, schools, organizations and families have used these tools to better understand and prioritize transition services, supports and programs. The remainder of this session will use the Ohio Employment First Evidence Based Predictor Tool to explore the predictors and apply this research to real life.

Note: A one-page color-coded crosswalk of the 23 NSTTAC/NTACT:C EB Predictors is available to download from the Session 12 website.

## Slide 7: Ohio EB Predictor Tool and NTACT Research

### Collaborative Networks of Student Support

### Interagency Collaboration

### Student Support

### Individualized Career Development

### Career Awareness

### Work Study

### Goal Setting

### Authentic Community Based Work Experience

### Paid Work Employment/Work Experience

### Community Experiences

Slide Notes: The Ohio Employment First Predictor Categories are the numbered items. There are 8 of these and they are reflected on this slide and the next 2 slides.

The items that appear below these are the NSTTAC/NTACT:C EB Predictors that align with the category above. Note that some of the NSTTAC/NTACT:C predictors may be associated with more than one category. NOTE: The NSTTAC/NTACT:C predictor of “Transition Programs” is reflected in many of the predictor categories as these successful programs include many predictors

## Slide 8: Ohio EB Predictor Tool and NTACT Research (2)

1. Social and Social- Emotional Instruction and Skills
   * Social Skills
2. Academic, Vocational, Occupational Education and Preparation
   * Occupational Courses
   * Career-Technical Education
   * Exit Exam Requirements/HS Diploma
   * Technology Skills
   * Program of Study

Slide Notes: The Ohio Employment First Predictor Categories are the numbered items. There are 8 of these and they are reflected on this slide and the next 2 slides.

The items that appear below these are the NSTTAC/NTACT:C EB Predictors that align with the category above. Note that some of the NSTTAC/NTACT:C predictors may be associated with more than one category. NOTE: The NSTTAC/NTACT:C predictor of “Transition Programs” is reflected in many of the predictor categories as these successful programs include many predictors

## Slide 9: Ohio EB Predictor Tool and NTACT Research (3)

1. Supporting Parental Involvement and Expectations
   * Parent Expectations
   * Parental Involvement
2. Self-Determination, Independent Living Skills Instruction and Skill Building
   * Self Advocacy/Self Determination
   * Self – Care/Independent Living Skills
   * Goal-Setting
   * Self Realization
   * Youth Autonomy/Decision Making
   * Psychological Empowerment
3. Inclusive Practices and Programs
   * Inclusion in General Education

Slide Notes: The Ohio Employment First Predictor Categories are the numbered items. There are 8 of these and they are reflected on this slide and the next 2 slides.

The items that appear below these are the NSTTAC/NTACT:C EB Predictors that align with the category above. Note that some of the NSTTAC/NTACT:C predictors may be associated with more than one category. NOTE: The NSTTAC/NTACT:C predictor of “Transition Programs” is reflected in many of the predictor categories as these successful programs include many predictors

## Slide 10: Ohio Employment First Tool: Evidence Based Predictors

### Evidence Based Predictors:

### activities, services and supports

### that occur during the school years

### identified by research

### associated with higher rates of success in adult employment, post secondary training & independent living

### Alt Text: Evidence Based Predictors for Post –School Success. Cover page of the Evidence Based Predictors for Post –School Success. Available for download.

Slide Notes: This is also handout #1.

Link for Predictors: https://ohioemploymentfirst.org/up\_doc/Evidence-Based-Predictors-for-Post-school-Success-2018.pdf

Picture of document on this slide is hyperlinked to the location of the document.

## Slide 11:Format of Document

### Information in the document is organized in the same consistent manner

### Each of the Eight Predictor categories includes information on three pages.

### Descriptor and Supporting Research

### Implications to Practice

### Resources for Predictor

### Alt Text: 3 pages of Predictor One in Ohio EF Predictor Document. 3 pages showing the general design of pages as described on slide. Image text too small to read from slide.

Slide Notes: This slide is intended to simply familiarize the learners with the format and type of information offered in the document. Allow several minutes for the participants to scroll through the document.

**Slide 12: Predictors and Student Success**

* Long term goal of education for students with disabilities is to realize successful adult outcomes.
* Post secondary education and competitive, integrated employment are considered a priority
* Access to those activities and services that align with EB Predictors can improve outcomes
* EB Predictors as part of school improvement plan is a measurement that can indicate progress.

## Slide 13:Quick Review of the 8 Predictor Areas

* Make a notes on the handout as each predictor is quickly explained
* Note the predictor areas that your experiences have identified as particularly important for success, areas well addressed, areas that are not given enough attention, etc.
* Notes can also be taken in section two of the team review and planning tool or on the pages of each predictor area as they are reviewed.
* Be prepared to discuss for a small group activity

## Slide 14: 1. Collaborative Networks for Student Support

### Formal and Informal

### Agencies and Community

### Builds ‘Social Capital’

### Alt Text: Circle table of resources. 10 clay figure people sitting at a table with a puzzle piece to complete a whole puzzle.

Slide Notes: Examples of formal networks might be a county developmental disabilities board and informal could be a family member who takes a young man with a developmental disability to a ball game because of his interest in the local teams. Community and family members and family friends can all be valuable “social capital” that can contribute to supporting transition youth in their search for employment, independent living or recreation. Think of how people often hear about and get jobs—because of a friend, neighbor or family member who works at the company or knows someone at the company.

## Slide 15: Resources for Collaborative Networks

### [Ohio Transition Support Partnership (OTSP)](http://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Secondary-Transition-and-Workforce-Development/Ohio-Transition-Support-Partnership)

### Connects students to Opportunities for Ohioans with Disabilities (OOD) in order to improve post-school outcomes. The OTSP increases the availability of Vocational Rehabilitation (VR) services for eligible students with disabilities beginning as early as age 14.

### [Disability Benefits 101](https://oh.db101.org/)

### Disability Benefits 101 Site provides information about employment and benefits and includes tools for individuals with disabilities to help plan for employment.

Slide Notes: Ohio Transition Support Partnership (OTSP) link:

http://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Secondary-Transition-and-Workforce-Development/Ohio-Transition-Support-Partnership

Disability Benefits 101 link: https://oh.db101.org/

## Slide 16: 2. Individualized Career Development

### Reflects interests and skills of a particular youth and how he learns

### Ongoing assessment needed for career goals that may change as the youth matures.

### Activities, community experiences and instruction contribute to the evolving picture of work for that youth.

### Alt Text: Components of Career Development. Graphic organizer. Career in center. Outside circle pointing at career are: goals, education vision skills, interests, values

## Slide 17: Resource for Individualized Career Development

### [Transition Assessment Planning](https://ohioemploymentfirst.org/view.php?nav_id=504)

### A process that supports conversations within the IEP team. Transition Assessment Planning is an ongoing process, individually tailored to meet the youth’s needs and future adult life goals.

### [Ohio Employment First Transition Framework Backwards Planning](https://ohioemploymentfirst.org/view.php?nav_id=504)

### Backwards Planning is a way of thinking that helps students to recognize and plan over multiple years for adult life. Supports logical planning from the student’s present level of skills to the needed future adult life skills.

Slide Notes: Transition Assessment Planning tools and the Ohio Employment First Transition Framework Backwards Planning tools are available at: https://ohioemploymentfirst.org/view.php?nav\_id=504

**Slide 18: 3. Authentic Community Based Work Experience**

### A *strong* predictor of future success

### Real Work and Paid Work

### Skill development in work and ‘soft skills’

### School hours, after school, summer

### Alt Text: Work in the community. Young woman sitting at a table doing clerical work.

Slide Notes: Research states that students who had a job at the time of high school exit were 5.1 times more likely to be engaged in post-school employment.

## Slide 19:Resource for Authentic Community Based Work Experience

### [NTACT-Competitive Integrated Employment Toolkit](https://transitionta.org/topics/employment/)

### Toolkit has been developed as a framework to assist state and local teams in collaboratively implementing transition services.

### [Career Planning Services](http://dodd.ohio.gov/Training/Pages/Career-Planning.aspx)

### Career Planning Services are supported by HCB Medicaid Waivers. These services assist individuals to obtain of competitive, integrated employment. Some youth may be eligible for this services while in school and some will plan to use the service following high school.

Slide Notes: NTACT- competitive Integrated Employment Toolkit link: https://transitionta.org/topics/employment/

Career Planning services link: <https://dodd.ohio.gov/wps/portal/gov/dodd/waivers-and-services/services/career-planning/>

These services are provided in Ohio through Medicaid Waivers. Other states may have similar services through the Medicaid waivers under a different name.

HCB = Home and Community Based Medicaid Waiver

## Slide 20: 4. Social/Social-Emotional Instruction and Skills

### Employers often report this as the top reason employees lose their jobs.

### Associated with success in many areas of adult life.

### Intentional, can be taught with a curriculum, but requires practice and mastery in authentic settings.

### Sometimes referred to as soft skills.

### Alt Text: Anger. Man looking angry with his finger pointing.

Slide Notes: Soft skills are important factors for work success. Does the worker know how to accept criticism, get along with co-workers, read facial expressions?

## Slide 21: Resources for Social and Social Emotional Instruction and Skills

### [Core Social Emotional Learning (SEL) Competencies](https://www.panoramaed.com/blog/guide-to-core-sel-competencies)

### Enhances students’ capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges.

### [Skills to Pay the Bills: Mastering Soft Skills for Workplace Success](https://www.dol.gov/odep/topics/youth/softskills/)

### The Office of Disability Employment Policy provides a six chapter curriculum for youth, ages 14-21 that focuses on workplace interpersonal and professional skill building. This free download provides hands-on teaching activities to use in the classroom setting or after school. An accompanying soft skills video series is also available.

Slide Notes: Core Social Emotional Learning (SEL) Competencies link: https://www.panoramaed.com/blog/guide-to-core-sel-competencies

Skills to Pay the Bills: Mastering Soft Skills for Workplace Success link: https://www.dol.gov/odep/topics/youth/softskills/

## Slide 22: 5. Academic, Vocational, Occupational Education and Preparation

## More than academics

## High Expectations

## Well Balanced

### Alt Text: Planning for the future. A young man and woman working on a computer. The woman is pointing to something on the computer monitor.

Slide Notes: Students in vocational education have higher employment rates post school. Engage the participants in discussions by prompting with questions such as:

* In your district or county, is the full range of the course of study (career tech, vocational education) available to youth with disabilities?
* Functional academics that are applied to authentic life situations need to be in place and worked on in middle school or earlier as a foundation for these courses.
* Is there evidence that competence is assumed for all students including students with disabilities?
* Is a balanced curriculum .. one that focuses not only on academics….made available for all students?
* Can educators be more creative in how the full range of curriculums are adapted for students with disabilities?
* Are educators including other community resources such as Career One Stops with videos and interviews of individuals in careers?

## Slide 23: Resource for Academic Vocational Occupational Education and Preparation

### [Career One Stop: Jobs and Career Information](https://www.careeronestop.org/)

### Provides online career exploration of multiple career fields with videos and interviews of individuals in current job fields. Additional helpful resources are also available.

### [NTACT Evidence Based Practices and Predictors for Transition Planning](https://transitionta.org/topics/effective-practices/)

### National Technical Assistance Center on Transition (NTACT). NTACT provides free educational resources in all content areas for student development and academic skill building.

Slide Notes: Career one stop link: https://www.careeronestop.org/

Evidence Based Practices and Predictors for Transition Planning link: <https://transitionta.org/topics/effective-practices/>

## Slide 24: 6. Supporting Parental Involvement & Expectations

### Youth whose parents participated in IEP meetings or had parents with high expectations were more likely to have post school employment.

### Parental/Family Engagement is Essential!

### Youth who had the support of family or friend networking (social capital) were more likely to have post school employment.

### Alt Text: Hands link to other's wrist. Six hands in a hexagon formation holding the next person wrist. grass background behind hands.

## Slide 25: Resource for Supporting Parental Involvement and Expectations

### [Charting the LifeCourse Framework](http://www.lifecoursetools.com/)

### Created by families to help individuals and families of all abilities and all ages to develop a vision for a good life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to live.

### [National Parent Center on Transition and Employment](http://www.pacer.org/transition/)

### The Parent Advocacy Coalition for Educational Resources (PACER) offers information in video, brief handouts and research document formats in all areas important to positive post school success including: independent living, post -secondary education, and competitive, integrated employment.

Slide Notes: Charting the LifeCourse Framework link: http://www.lifecoursetools.com/

National Parent Center on Transition and Employment link: <http://www.pacer.org/transition/>

## Slide 26: 7. Self-Determination, Independent Living Instruction & Skill Building

### Independence is key for post school success

### Systematic and intentional in school instruction for adult independence

### Authentic situations to teach, assess & practice skills

### Instructed, practiced and reinforced in school curriculum & community activities

### Work collaboratively with parents to teach and support

### Alt Text: Man in Wheelchair. Man using oven in kitchen

Slide Notes: There are many curriculums available for self determination. Some of these are mentioned in the resources for the evidence based practice for self determination, such as Zarrow and Student Led IEPs. These are reviewed in detail in Session 10: Self Determination and Self Advocacy.

## Slide 27: Resource for Self- Determination, Independent Living Instruction & Skills Building

### [Student Led IEP](https://movingstudentsforward.org/agenda-for-student-led-iep/)

### Assist students find their voice and take ownership of their future in many ways through verbal and nonverbal actions. Moving Students Forward includes a script/template that can be used by students to prepare for and direct IEP meetings.

### [How Can I Be A Self- Advocate?](https://jobguide.ohioemploymentfirst.org/view.php?nav_id=129)

### This module provided by Ohio Employment First Job Seekers Guide offers a tutorial on how an individual can effectively direct his own future planning. Helpful links are offered throughout.

Slide Notes: Student led IEP link: <https://movingstudentsforward.org/agenda-for-student-led-iep/>

How Can I Be A Self-Advocate? Link: <https://jobguide.ohioemploymentfirst.org/view.php?nav_id=129>

## Slide 28: 8. Inclusive Practices and Programs

### Opportunities to learn in a general education environment and work in the community

### Does not replace individualized efforts

### Once again- high expectations, more community work experience and integration in school led to improved employment and independent living outcomes

### Alt Text: CVS Store. Storefront of CVS Pharmacy

Slide Notes: Remember the use of mobile technology and computer assisted instruction can provide support for students so they can participate in integrated environments such as vocational or career education and community employment.

Many resources on page 28 of the Evidence Based Predictor for Post School Success Document can add to practice of inclusive programming.

## Slide 29: Resource for Inclusive Practice and Programs

## [Inclusive School Network](https://inclusiveschools.org/)

## Free learning module addresses myths about Inclusion and discusses topics such as: How to define inclusion, Why inclusion is important and Barriers to inclusion

## [Association of People Supporting Employment First (APSE)](https://apse.org/events-learning/online-learning/)

## Employment For All. APSE provides resources and articles showing employers how they can recruit, hire, retain, and advance individuals with disabilities in their organization. Free Webinars are also offered for funding and support for competitive, integrated employment model.

Slide Notes: Inclusive School Network link: <https://inclusiveschools.org/>

Association of People Supporting Employment First APSE link: <https://apse.org/events-learning/online-learning/>

**Slide 30: Group Activity: Which Predictors Do You Believe are Critical**

### Review the 8 predictor categories and briefly discuss:

### Which are the most important to youth achieving successful adult outcomes? Which are critical?

### Does it depend on the age or the targeted student outcome?

### What other factors play into which are the most important?

### Use a flip chart in a group or paper to record this information

### Prioritize the 8 predictors in order of importance

### #1 Being the Most Important

### Explain why you or your group identified the top several as most critical/important and the bottom as less critical.

Slide Notes: Explain to the group that there is no ‘correct’ answer for this activity. The intent is to have the group consider how others may view these predictors and how individual experience and expertise influences our thinking and decision making.

Review the next slide with the group to assist in helping set up flip charts to record the information.

## Slide 31: Record Results of Group Work

### Alt Text: Table with two columns and Two rows. Predictor Categories #1 Most important #8 Least Important, rationale

Slide Notes: This slide is an example of a format to use for this activity. If doing this as a group, large sticky notes can be used. You can also use the document template for activity 1 to record notes. (This document can be read by a screen reader).

Facilitators, allow about 10-15 minutes for this activity then ask each group to share their responses and rationale.

## Slide 32: Share Results of Group Work Focus on Rationale

### Alt Text: Table with two columns and Two rows. Predictor Categories #1 Most important #8 Least Important, rationale

### **Slide Notes:** As groups share out, help them process the activity by focusing on the rationale for the rating rather than how many people agreed on the category. Help the groups explain the discussion that lead to the ratings. *Why* most important and *why* least. Experience with multiple groups has shown that often people focus priorities on what they view as services not being currently available or unmet needs. And the predictors that are viewed as less critical are those that are being most frequently addressed. This is just one way to rationalize priorities. Encourage the group to consider other criteria as well. For example, if there is equal access to all predictors, which would still be the most critical. Which the least?

## Slide 33: Team Review and Planning Tool

### Used to rate the level of implementation of each predictor in school or district

### Section One: Self-rating for implementation of each predicator and rationale

### Section Two: Summarize implementation and identify action steps for improvement

### Alt Text: Predictor Team Review and Planning Tool. Screenshot of cover page and introductory page for the tool

Slide Notes: After the previous activity where groups prioritize predictors, turn attention to the Team Review and Planning Tool. This tool is in the last several pages of the Ohio EF EB Predictor Tool that the groups have been using during this session. Have the group turn to the back of the tool to explore the format and content of the Review and Planning Tool. This tool facilitates similar discussion as the groups had in the previous activity, but guides the discussion using a rubric to help a school or district team rate implementation.

The next slide shows Section One and encourages the group to review section one.

## Slide 34: Team Review and Planning Tool: Section One

### Review Section One

### Pages 31-33

### Become familiar with the rubric, ratings and areas to record rationale.

### Alt Text: Page 31 of Team Review and Planning Tool. First page of rating rubric. 5 ratings levels with description of rating. Rating for 2 predictors.

Slide Notes: Section One begins on page 31 of Handout #1. The full tool is on pages 30-34 in the handout. The tool guides the user through levels of implementation ratings that can be selected and space to explain why the rating was selected. This process is repeated for each predictor.

Process: As each Predictor is discussed, teams make notes on the progress of a program, building or district in the implementation of each predictor area. Individual viewers can think about one action step that they can take to learn about, enhance, use or implement an evidence based predictor to improve the transition services or programs they are aware of in their community, school district or county.

## Slide 35: Team Review and Planning Tool: Section Two

### Review Section Two

### Pages 34

### Provides opportunity to summarize ratings and create action steps

### Alt Text: Page 34 planning tool. Section two of the review and planning tool. File is available for download.

Slide Notes: Process: After each predictor is discussed and rated, teams determine areas of strength and challenge in terms of predictor implementation. A summary statement is developed to capture this discussion. Action steps discussed are recorded to be used in a more formal strategic planning process . Guiding questions are offered to assist the group to consider all aspects of the predictor discussion and potential actions steps.

## Slide 36: Activity 2-Try It Out

### Complete the Team Review and Planning Tool for a school district, building or program in which you are familiar.

### Use Section One to rate the level of implementation

### Use Section Two to summarize ratings and record ideas for action steps.

### Alt Text: Predictor Team Review and Planning Tool. Screenshot of cover page and introductory page for the tool

Slide Notes: Facilitators: Explain to the group that this will be a cursory review and will not allow the in-depth thought or discussion that could occur during a focused team review. Instead , this is to allow the participants to become familiar with the tool and to begin application of the process to their own experiences. Length of time spent in this activity will depend on the time allotted to the session.

## Slide 37: Share Insights

### What did you learn?

### Where are your strengths?

### Where can you improve?

### Initial Action Steps?

### Alt Text: Page 34 planning tool. Section two of the review and planning tool. File is available for download.

Slide Notes: Facilitators: Encourage groups or individuals to share insights. It is not necessary to share out all ratings, but instead, insights gained as to strengths and needs. Ask to share ideas for action steps. Includes ideas for use of this tool and the information about Evidence Based Predictors. To encourage sharing, the facilitator may start by sharing insights reflecting what he/she learned about their own school, community or program and where improvement was needed.

## Slide 38: *Improve student success with:* Predictors, Practices and Planning

## Predictors

## The 'What'

## Program Structure

## Components to Address

## Planning

## The Map

## The Guide

## The Big Picture

## Practices

## The 'How'

## How to implement

## How to individualize

**Slide 39: Certificate**

* Please take a few minutes to complete a short [eight-question survey](https://www.surveymonkey.com/r/JNKWP2G).
* Response to the survey with 75% accuracy allows the learner to download a certificate of completion for the session.