**Session Twelve:**

**Evidence Based Predictors**

**Overview**

Evidence Based Predictors are activities, experiences or course of study that are provided during the school years and correlate with improved post-school outcomes in education, employment, and/or independent living. This session will provide a brief review of these eight predictors, then learners will determine which predictors are most critical and least critical for their school. During this activity learners will also be able to reflect and think about the extent to which each of these predictors are supported in their school by specific activities, services or access to courses of study.

**Materials to Enhance Learning and Activities**

1. **Handout 05.**Ohio Employment first Evidence Based Predictors of Post School Success. Includes information on the 8 predictor categories and the Team Review and Planning Tool (Page 30). Download from Session 12 website of from https://ohioemploymentfirst.org/view.php?nav\_id=192#block\_288
2. **Handout 06.** Crosswalk of Ohio EF 8 Evidence Based Predictor categories and the 23 NSTTAC/NTACT:C identified predictors.
3. **Activity 04 Worksheet.** For use with Group Activity on Slides #30 - #32

**Activities Overview**

Several of the resource materials listed above will be used in some of the suggested activities in this module. While there are multiple options for activities, in most situations, the facilitator should prioritize those activities that are most important and be prepared to eliminate or streamline the other activities.

**Slide #1**. PRIME. 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.

**Slide #3**. POSE QUESTION. 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.

**Slide #5.** REVIEW WEBSITE. After introducing the information about Evidence Based Predictors, suggest the participants look briefly at the NTACT:C website <https://transitionta.org/topics/effective-practices/>

**Slides #6-#9.** OPTIONAL HANDOUT. A one-page color-coded crosswalk of the NSTTAC/NTACT:C EB Predictors and the Ohio EF EB Predictors is available to download from the Session 12 website. This handout summarizes the information on these slides.

**Slides #10-#11.** ACCESS DOCUMENT. Have participants locate the EB Predictor Document on the Session 12 website or download from <https://ohioemploymentfirst.org/up_doc/Evidence-Based-Predictors-for-Post-school-Success-2018.pdf>

**Slides #8-Slide #29.** REVIEW, HIGHLIGHT and EXPLORE. This entire section of Session 12 is a brief walkthrough of the EB Predictor document on slides #10/#11. The slides explore all 8 EB Predictor categories. Each category also includes 2 web-based resources that connect to the predictor category being described. The facilitator may review selected sites with the whole group while presenting the slides. Or these slides may be provided electronically to the participants so they may explore them on their own or in small groups. *It is strongly recommended that the facilitator explore all linked websites to become familiar with the resources.* Should there be any broken links, please alert OCALI by contacting chris\_filler@ocali.org.

**Slides #30-32.** GROUP ACTIVITY. Which Predictors do the participants believe are most important to post-school success? Use the Worksheet from the Session 12 website, or , if possible, provide large chart paper for the groups to work on collectively. Groups are asked to prioritize the predictors in order of importance with 1 being most important and 8 least. They must also give a rationale for the ratings. The rationale is the most important aspect of the activity as it requires exploration of the predictors and what is included as well as implications to success.

Have the groups share out in order to help process the activity. Ask them to focus 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.

**Slides #33-#37.** GROUP or INDIVIDUAL ACTIVITY**.** This set of slides reviews the Team Review and Planning Tool beginning on Page 30 of the Evidence Based Predictor Document. This tool is a rubric that allows individuals or groups to rate how well their program, building, district or community has implemented or made available resources to address each predictor category. There will not be enough time to complete this in a thorough manner. And likely the right people to complete the assessment for the district or other organization will not all be in attendance. However, this opportunity will allow the participants to become familiar with the tool and to begin application of the process based on their own experiences. Length of time spent in this activity will depend on the time allotted to the session.

To summarize the activity and the session, 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 as well. Include 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.