Utah State Board of Education

UTAH STATE SYSTEMIC IMPROVEMENT PLAN LOGIC MODEL
FFY 2021 – 2025

USBE Special Education Services

ADA Compliant: September 2022

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UTAH SSIP FFY 2021–2025: LOGIC MODEL

INTRODUCTION

The following document presents the Logic Model for Utah State Systemic Improvement Plan (SSIP) for FFY 2021– FFY 2025. A visual representation of this model, [Utah SSIP FFY 2021-2025: Logic Model Graphic](#), is available on the Utah State Board of Education website.

The purpose of the SSIP Logic Model is to describe how the State of Utah will implement its theory of action and achieve the state-identified measurable result (SiMR) for the period of FFY 2021 to FFY 2025. This work will be accomplished through collaboration between agencies across Utah serving postsecondary transition-age (14-22) students with disabilities. Progress toward the SiMR will be reported annually to the federal Office of Special Education Programs in the State of Utah Annual Performance Report.

THEORY OF ACTION

If Utah implements the **BROAD IMPROVEMENT STRATEGIES** of:

1) comprehensive supports for youth and families,
2) smooth flow of services, and
3) coordination of services

Then, Utah will achieve the SiMR of reducing the percentage of students ages 19-22 exiting a post-high program who report being unengaged or under-engaged on the Indicator 14 (post-school outcomes) survey by 20 percentage points over a five-year period.

BROAD IMPROVEMENT STRATEGY 1

1. *If* Utah State Board of Education (USBE) and the Utah Statewide Collaborative on Postsecondary Transition (STC) expend these **RESOURCES AND EFFORTS (INPUTS)…**
   a. **Human Capacity** (staff time)
      i. Education agencies

        ii.   Vocational agencies

       iii.   Advocacy agencies

       iv.   Health and human services agencies

       v.   Family and youth agencies

  b. **Resources** (e.g., Materials, professional learning)

       i.   Professional learning opportunities

       ii.   Educational opportunities for youth and families

       iii.   Online resources

       iv.   Printed materials

       v.   Data

  c. **Expertise** (Knowledge, skill, etc.)

       i.   Subject matter experts

       ii.   Program evaluators

       iii.   Feedback from professionals

       iv.   Feedback from youth and families

  d. **Funding** (Cost of time, materials, external expertise, travel, etc.)

       i.   Staff compensation

       ii.   Participant compensation

       iii.   Contracted services

       iv.   Technology

       v.   Outreach

2. ...to implement this first of three STRATEGIES...

    A. COMPREHENSIVE SUPPORTS FOR YOUTH AND FAMILIES

       i.   Definition: Equitable access to supports and resources for postsecondary transition-age youth with disabilities and their families

3. ...by implementing these ACTIVITIES...

  a. Professional learning for educators

  b. Education and opportunities for youth and families (sharing information and improving skills)

  c. Improve access to supports and services for underserved populations

4. ...so, we can realize these SHORT-TERM OUTCOMES (OUTPUTS)

  a. Professional learning for educators

       i.   Increase the number of teams submitting a plan through the statewide Postsecondary Transition Institute (PTI)

       ii.   Increase the number of teams accomplishing PTI plan goals

b. Education for youth and families
   i. Increase the number of students using the Transition Elevated App by Local Education Agency (LEA)
   ii. Increase the percentage of students with IEPs ages 14-22 who receive Pre-Employment Transition Services (Pre-ETS) by service type
   iii. Increase the number of students/families completing Transition University
c. Improved access
   i. Assess the number of students concentrating in or completing CTE pathways and internships by LEA, race/ethnicity, and disability category
   ii. Assess the number of students awarded the Career Development Credential by LEA, race/ethnicity, and disability category
5. *… then* Utah will reduce the percentage of students ages 19-22 exiting a post-high program who report being unengaged or under-engaged on the Indicator 14 survey by 20 percentage points over a five-year period.

BROAD IMPROVEMENT STRATEGY 2

1. *If* USBE and the STC expend these RESOURCES AND EFFORTS (INPUTS)…
   a. **Human Capacity** (staff time)
      i. Education agencies
      ii. Vocational agencies
      iii. Advocacy agencies
      iv. Health and human services agencies
      v. Family and youth agencies
   b. **Resources** (e.g., Materials, professional learning)
      i. Memoranda of Understanding (MOUs)
      ii. Peer mentoring
      iii. Professional learning opportunities
      iv. Educational opportunities for youth and families
      v. Online and printed resources
      vi. Data
   c. **Expertise** (Knowledge, skill, etc.)

        i. Subject matter experts
       ii. Program evaluators
     iii. Feedback from professionals
     iv. Feedback from youth and families

   d. **Funding** (Cost of time, materials, external expertise, travel, etc.)
        i. Staff compensation
       ii. Contracted services
     iii. Technology
     iv. Outreach

2. …to implement this second of three STRATEGIES…

   A. SMOOTH FLOW OF SERVICES FOR POSTSECONDARY TRANSITION-AGE YOUTH
        i. Definition: Identify the ideal postsecondary transition experience for youth with disabilities including:
           1. K-12 education
           2. Critical core services
           3. Early onset of services
           4. Education opportunities
           5. Data sharing to support students across services

3. …by implementing these ACTIVITIES…

   a. Improve student-level data match across agencies from 80% to 100%
   b. Track services and engagement over time by student
        i. For example:
           1. Career and Technical Education (CTE) pathways,
           2. Courses of study,
           3. Time in general education,
           4. Age at referral to transition services,
           5. Critical transition services such as Pre-ETS or Vocational Rehabilitation (VR),
           6. Work-based learning experiences (WBLE))
   c. Describe the ideal postsecondary transition experience based on students in our sample who are engaged in the community (Indicator 14C)

4. … so, we can realize these SHORT-TERM OUTCOMES (OUTPUTS)

   a. Improved Data Match

      i. Student-level data sharing agreements in place between USBE and the:

        1. Department of workforce service (DWS),

          a. Including Utah State Office of Rehabilitation (USOR), and

        2. Department of Health and Human Services (DHHS),

          a. Including Division of Services for People with Disabilities (DSPD) and Children with Special Health Care Needs (CSHCN)

      ii. Establish a baseline for student-level data match across agencies

    b. Services and Engagement over Time

      i. Map services received for a representative sample of 2020 exiters (2021 survey respondents)

    c. Create a Portrait of Postsecondary Transition for Students with Disabilities

      i. Create a flow of services timeline

      ii. Create student success story examples to share with educators and families

 5. *… then* Utah will reduce the percentage of students ages 19-22 exiting a post-high program who report being unengaged or under-engaged on the Indicator 14 survey by 20 percentage points over a five-year period.

BROAD IMPROVEMENT STRATEGY 3

 1. *If* USBE and the STC expend these RESOURCES AND EFFORTS (INPUTS)…

    a. **Human Capacity** (staff time)

      i. Education agencies

      ii. Vocational agencies

      iii. Advocacy agencies

      iv. Health and human services agencies

      v. Family and youth agencies

    b. **Resources** (e.g., Materials, professional learning)

      i. Educational opportunities

      ii. Online resources

      iii. Printed / marketing materials

   iv. Data sharing agreements / MOUs

   v. Survey tools

  c. **Expertise** (Knowledge, skill, etc.)

   i. Subject matter experts

   ii. Program evaluators

   iii. Feedback from professionals

   iv. Feedback from youth and families

  d. **Funding** (Cost of time, materials, external expertise, travel, etc.)

   i. Stakeholder compensation

   ii. Travel costs

   iii. Contracted services

   iv. Technology

   v. Outreach

2. …to implement this third of three **STRATEGIES…**

  A. **COORDINATION OF SERVICES FOR POSTSECONDARY TRANSITION-AGE YOUTH WITH DISABILITIES IN UTAH**

   i. Definition: Systemic intentional coordination, streamlined referral processes, active collaboration between agencies, educating youth and families on available services

3. …by implementing these **ACTIVITIES…**

  a. Create a systematic referral process to use for referrals across agencies

  b. Improve data sharing system to improve communication and coordination in co-serving youth across agencies

  c. Create a common language to communicate with families about postsecondary transition without jargon specific to different agencies

4. …so, we can realize these **SHORT-TERM OUTCOMES (OUTPUTS)**

  a. Systematic Referral Process

   i. Create a standardized referral form with release of information for use between agencies

   ii. Create a repository with each agency's info to which postsecondary transition stakeholders can refer

  b. Sharing Data Across Agencies

   i. Create an addendum for agency progress reporting forms to track sharing information between agencies

ii. Establish a baseline for the number of LEAs and outside
             agencies sharing progress data
    c. Common Language
        i. Create a universal document with a common vision of
            postsecondary transition and a glossary of terms
        ii. Build a website to house the vision and resources for
             postsecondary transition in Utah
5. *… then* Utah will reduce the percentage of students ages 19-22 exiting a post-
    high program who report being unengaged or under-engaged on the
    Indicator 14 survey by 20 percentage points over a five-year period.