Utah State Systemic Improvement Plan
FFY 2021 - FFY 2025

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 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.

ADA Compliant: September 2022
• **CHSCN**: Children with Special Healthcare Needs

• **DHHS**: Department of Health and Human Services

• **DWS**: Department of Workforce Services

• **ILC**: Independent Living Center

• **USBE**: Utah State Board of Education

• **USHE**: Utah System of Higher Education

• **USOR**: Utah State Office of Rehabilitation

• **VR**: Vocational Rehabilitation
Key Terms and Acronyms

- **CTE**: Career and Technical Education
- **IEP**: Individualized Education Program
- **Indicator 14**: Post-school outcomes survey data for students with disabilities
- **LEA**: Local Education Agency (school district or charter school)
- **MOU**: Memorandum of Understanding
- **Pre-ETS**: Pre-Employment Transition Services
- **SSIP**: State Systemic Improvement Plan (Indicator 17)
- **STC**: Statewide Collaborative on Postsecondary Transition
- **WBLE**: Work-based Learning Experience
1) If USBE and the STC expend these resources & efforts (inputs)…

- Human capacity (staff time)
- Education agencies
- Vocational agencies
- Advocacy agencies
- Health and Human Services agencies
- Family and youth agencies

2) … to implement this first of three strategies…

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

3) … by implementing these activities…

- Professional learning for educators
- Education and opportunities for youth and families (sharing information and improving skills)
- Improve access to supports and services for underserved populations

4) … we can realize these short-term outcomes (outputs):

- Professional learning for educators (increase…)
  - Number of teams submitting a plan through the statewide Postsecondary Transition Institute (PTI)
  - Number of teams accomplishing PTI plan goals

- Education for youth and families (increase…)
  - Number of students using the Transition Elevated App by LEA
  - Percentage of students with IEPs ages 14-22 who receive Pre-ETS services by service type
  - Number of students/families completing Transition University

- Improved access (assess…)
  - Number of students concentrating in or completing CTE pathways and internships by LEA, race/ethnicity, and disability category
  - Number of students awarded the Career Development Credential by LEA, race/ethnicity, and disability category

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

Human Capacity (staff time)
- Education agencies
- Vocational agencies
- Advocacy agencies
- Health and Human Services Agencies
- Family and youth agencies

Resources
- MOUs
- Peer mentoring
- Professional learning
- Educational opportunities for youth and families
- Online and printed resources

Data
- Expertise
- Subject matter experts
- Program evaluators
- Feedback from professionals
- Feedback from youth and families

Funding
- Staff costs
- Contracted services
- Technology
- Outreach

2) … to implement this second of three STRATEGIES...

Smooth flow of services for postsecondary transition-age youth
- **Definition:** Identify the ideal postsecondary transition experience for youth with disabilities including: K-12 education, critical core services, early onset of services, education opportunities, data sharing to support students across services

3) …by implementing these ACTIVITIES...

- Improve student-level data match across agencies from 80% to 100%
- Track services and engagement over time by student (e.g., CTE pathways, courses of study, time in gen ed, age at referral to transition services, critical transition services such as Pre-ETS or VR, WBLE)
- Describe the ideal postsecondary transition experience based on students in our sample who are engaged in the community (Indicator 14C)

4) …we can realize these SHORT-TERM OUTCOMES (OUTPUTS):

- Improved Data Match
  - Student-level data sharing agreements in place between USBE, DWS (including USOR), and DHHS (including DSPD and CSHCN).
  - Establish a baseline for student-level data match across agencies

- Services & Engagement Over Time
  - Map services received for a representative sample of 2020 exiters (2021 survey respondents)

- Create a Portrait of Postsecondary Transition for Students with Disabilities
  - Create a flow of services timeline
  - Create student success story examples to share with educators and families

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Human Capacity
- Education agencies
- Vocational agencies
- Advocacy agencies
- Health and Human Services agencies
- Family and youth agencies

Resources
- Educational opportunities
- Online resources
- Printed / marketing materials
- Data sharing agreements / MOUs
- Survey tools

Expertise
- Subject matter experts
- Program evaluators
- Feedback from professionals
- Feedback from youth and families

Funding
- Staff costs
- Participant support costs
- Contracted services
- Technology
- Outreach

Coordination of services for postsecondary transition-age youth with disabilities in Utah
- Definition: Systemic intentional coordination, streamlined referral processes, active collaboration between agencies, educating youth and families on available services

2) … to implement this third of three STRATEGIES…

3) …by implementing these ACTIVITIES…

- Create a systematic referral process to use for referrals across agencies
- Improve data sharing system to improve communication and coordination in co-serving youth across agencies
- Create a common language to communicate with families about postsecondary transition without jargon specific to different agencies

4) …we can realize these SHORT-TERM OUTCOMES (OUTPUTS):

- Systematic Referral Process
  - Create a standardized referral form with release of information for use between agencies
  - Create a repository with each agency’s info to which postsecondary transition stakeholders can refer

- Sharing Data Across Agencies
  - Create an addendum for agency progress reporting forms to track sharing information between agencies
  - Establish a baseline for the number of LEAs and outside agencies sharing progress data

- Common Language
  - Create a universal document with a common vision of postsecondary transition and a glossary of terms
  - Build a website to house the vision and resources for postsecondary transition in Utah

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