

Utah State Systemic Improvement Plan FFY 2021 - FFY 2025 (2025 Update)

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.

Agency Acronyms

- **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

UTAH SSIP LOGIC MODEL: BROAD IMPROVEMENT STRATEGY 1



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

Professional learning
Educational opportunities for youth and families
Online resources
Printed materials
Data

Expertise

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

Funding

Staff costs
Participant support costs
Contracted services
Technology
Outreach

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 youth with disabilities

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 (TI)
- The number of teams scoring a 3 on the stakeholder engagement scale in plan reviews

Education for Youth and Families (Increase...)

- Number of students using the Transition Elevated App by LEA
- Number of students completing the Transition University curriculum
- Number of youth and family members attending the TI

Improved access (Increase...)

- Number of students with disabilities concentrating in or completing CTE pathways in Utah
- Number of students awarded the Career Development Credential in Utah



...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.

UTAH SSIP LOGIC MODEL: BROAD IMPROVEMENT STRATEGY 2



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 interagency collaboration at the state and local levels
- Map 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 Interagency Collaboration
 - MOU in place between USBE, DWS (including USOR), and DHHS (including DSPD and CSHCN).
 - Establish guidance for student-level data match across agencies based on the MOU
- Services & Engagement Over Time
 - Identify services received for a representative sample of 2023, 2024 and 2025 exiters (2024-2026 survey respondents) through student interviews
- Create a Portrait of Secondary Transition (POST) for Students with Disabilities
 - Create a flow of services timeline
 - Create TA documents for the POST
 - Collect student success story examples to share with educators and families



...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.

UTAH SSIP LOGIC MODEL: BROAD IMPROVEMENT STRATEGY 3



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

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

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

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

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 process with release of information for use between agencies

Sharing Data Across Agencies

- Create an addendum for agency progress reporting forms to track sharing information between agencies
- Identify the ways and frequency which LEAs and outside agencies are sharing progress data (pilot of VR/SPED data collaboration)

Common Language

- Create a unified vision of postsecondary transition and definition of common terms (built into the website and MOU)
- Build and market a website to house the vision and resources for postsecondary transition in Utah to educators, youth and families, and providers



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