Utah State Board of Education

UTAH STATE SYSTEMIC IMPROVEMENT PLAN LOGIC MODEL
FFY 2021 – 2025

2025 UPDATE

ADA Compliant: 2026

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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. For a more visual representation of this model, see the [Utah SSIP FFY 2021-2025: Logic Model Graphic](#).

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 youth with disabilities

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 (TI)

ii. Increase the number of teams scoring a 3 (0-3 scale) on the stakeholder engagement scale in plan reviews

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 number of students completing the Transition University curriculum
      iii. Increase the number of youth and family members attending the TI
   c. Improved access
      i. Increase the number of students with disabilities concentrating in or completing CTE pathways in Utah
      ii. Increase the number of students awarded the Career Development Credential 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.

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 interagency collaboration at the state and local levels

    b. Map 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 interagency collaboration

        i. Memorandum of Understanding (MOU) 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 guidance for student-level data match across agencies based on the MOU

  b. Services and Engagement over Time

    i. Identify services received for a representative sample of 2023, 2024, and 2025 exiters (2024-2026 survey respondents) through student interviews

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

    i. Create a flow of services timeline

    ii. Create TA documents for implementation of the POST

    iii. 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 process with release of information for use between agencies as noted in the MOU
      b. Sharing Data Across Agencies
          i. Create an addendum for agency progress reporting forms to track sharing information between agencies
          ii. Identify the ways and frequency which LEAs and outside agencies are sharing progress data (pilot VR/SPED data collaboration)
      c. Common Language

      i. Create a unified vision of postsecondary transition and definition of common terms (built into the website and MOU)

      ii. Build and market a website to house the vision and resources for postsecondary transition in Utah to educators, youth and families, and providers

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.