

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.

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 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



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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 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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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 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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