



**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

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## 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

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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.

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## BROAD IMPROVEMENT STRATEGY 1

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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.

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## BROAD IMPROVEMENT STRATEGY 2

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- 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.

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## BROAD IMPROVEMENT STRATEGY 3

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- 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.