

Logic Model

Component	Description & Metrics
Inputs (Resources)	* Federal funding from the Office of Intellectual and Developmental Disabilities (OIDD) . * State funding (if applicable). * UDDC staff time and expertise. * Council members and DD Network Partners. * Existing data systems and websites.
Activities (Actions)	* Promote and support post-secondary transition planning and training opportunities. * Conduct outreach and education for care and service providers. * Partner with transportation entities to improve access in all Utah counties. * Create projects responding to emerging issues and trends. * Provide annual technical assistance and leadership development to self-advocacy organizations. * Provide opportunities for peer supports and social connectedness to people with I/DD.

	* Expand participation of people with I/DD on cross-disability and culturally diverse coalitions.
Outputs (Direct Products)	* At least 15 outreach and education events conducted for providers. * Established partnerships with transportation entities in every Utah county. * New projects launched that address emerging community trends. * Annual training sessions and skill development materials produced for advocates. * Increased representation in at least one cross-disability coalition.
Outcomes (Changes/Benefits)	* Short-term (1-3 Years): At least 75% of activity participants report developed peer supports and social connectedness. * Intermediate (3-5 Years): Individuals with I/DD and families report feeling equipped and supported to pursue the lives they want (based on 2027 baseline) . * Long-term (By 2031): Secured at least one ongoing funding source for home and community-based services (HCBS) . * Long-term (By 2031): A 5% increase in students with I/DD participating in post-secondary readiness and career pathway programs.

Impact (Ultimate Purpose)	* Community Support: Individuals with I/DD and their families have increased ability to access community life, services, and resources. * Leadership: A unified self-advocacy movement where people with I/DD are effective community leaders and advocates.
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Evaluation Plan

This document was created with help from Google Gemini

To ensure the Utah Developmental Disabilities Council (UDDC) Evaluation Plan fully aligns with the Part E Guidance, it must clearly define the "how" (Methodology), the "who" (Council's Role), and the "what next" (Informing Updates).

1. Methodology: Design and Data Collection

The methodology must include design, data collection, analysis, and ethical considerations.

Evaluation Types

- **Process Evaluation:** Quarterly progress reports will monitor if activities (e.g., the 15 outreach events) are delivered as planned.
- **Outcome Evaluation:** Pre- and post-surveys will assess immediate changes in knowledge regarding informed choice and post-secondary transition.
- **Impact Evaluation:** The Council will use the 2027 baseline survey to determine the long-term effect on how individuals with IDD and their families feel "equipped" to pursue their desired lives.

Data Collection & Analysis

- **Mixed-Methods Approach:** Use Quantitative surveys to track numerical progress (e.g., the 5% increase in post-secondary participation) and Qualitative interviews to understand deep "meaningful connections."
- **Analysis Techniques:** Staff will use thematic analysis for qualitative interviews to identify barriers in rural transportation and statistical analysis for survey data to measure the 75% peer support threshold.
- **Ethical Considerations:** All evaluation activities will ensure informed consent and utilize accessible communication (e.g., visual aids or plain language) to include individuals without expressive language.

To ensure the Goal 2 Outcome Survey accurately measures "meaningful peer supports" and "feeling equipped" while honoring the public feedback regarding individual choice and accessibility, the following refined survey structure is proposed.

Survey Design Philosophy

The evaluation methodology will transition from general satisfaction to measuring individual agency and social depth. Per the Part E guidance, this uses a mixed-methods approach to provide a comprehensive understanding.

Section 1: Peer Support & Social Connectedness (Objective 1)

Required Metric: 75% of participants indicate activities assisted in developing supports.

Quantitative Questions (Scalable 1–5 or Visual Emoji Scale):

1. Social Choice: "Because of this activity, did you connect with people who share your interests or communication style?"
2. Meaningful Connection: "Do you feel you have a new person or group you can reach out to for support or friendship?"
3. Belonging: "Do you feel more like a part of the disability community or your local community than you did before?"

Qualitative/Open-Ended Questions:

- "In your own words or using pictures/emojis, what does a 'meaningful connection' look like to you?"
- "Was there someone you met during this activity that you plan to stay in touch with? If so, why?"

Section 2: Empowerment & Pursuit of Life Goals (Objective 2)

Required Metric: Increase from 2027 baseline in people feeling equipped/supported.

Quantitative Questions (Scalable 1–5 or Visual Emoji Scale):

1. Informed Choice: "During this activity, did the leaders listen to you and respect the choices you made about your life?"
2. Resource Awareness: "Do you feel you now have the information or tools needed to pursue the life you want?"
3. Agency: "Do you feel more confident in saying 'no' to things you don't want and 'yes' to things you do want?"

Qualitative/Open-Ended Questions:

- "What is one thing you want to do in your life that you felt more supported to try after this activity?"
- "Did anyone try to talk you out of a choice you made during this training? If so, how did you handle it?"
- Did you choose something based on what you thought others wanted you to choose, or to be with a friend? If so, what do you wish you had chosen instead?

Section 3: Accessibility & Inclusion Strategies

To meet the public's request for inclusive advocacy, the survey methodology will be adapted for diverse needs.

- **Non-Expressive Language Options:** For individuals who do not use expressive language, the survey will include visual choice boards or observation-based assessments from a trusted peer or family member to gauge engagement and social responsiveness.
- **Plain Language & Visuals:** All questions will be translated into plain language and accompanied by icons (e.g., a "thumbs up" for feeling equipped, a "group of people" for peer support).
- **Multiple Formats:** In accordance with the Part E methodology, surveys will be offered via digital forms, paper copies, and one-on-one interviews to capture diverse perspectives.

Monitoring & Feedback Loop

- **Annual Benchmarks:** Staff will review these survey results annually to ensure progress toward the benchmarks set annually.
- **Informing Amendments:** If survey data shows participants do *not* feel "heard" by leaders, the Council will use this data to trigger an update to the provider training curriculum (Goal 1, Obj 3).

Resource Awareness: I know the specific programs or services available to support me in pursuing post-secondary education or training.

Planning Confidence: I feel prepared and confident in creating a plan for my transition after high school.

Advocacy Readiness: I know the steps for asking for support or accommodations in a post-secondary environment.

Post-Survey Questions for Post- Secondary Education

These questions measure the immediate change in knowledge, confidence, and preparedness after participating in the post-secondary transition planning and training opportunity. Quantitative Questions (Scale 1–5: Strongly Disagree to Strongly Agree)

Knowledge Gained: The training provided me with clear steps for developing my post-secondary transition plan.

Informed Choice Confidence: I feel more confident now in asserting my own choices and goals compared to before the training.

Actionable Next Steps: I can identify at least one concrete next step I can take toward my post-secondary goal (e.g., enrolling, applying for funding, scheduling a tour).

Resource Utilization: I know who or where to reach out to for help with my post-secondary transition plan.

Qualitative/Open-Ended Question

In your own words or using pictures/emojis, what is the single most important thing you learned from this training about planning for your life after high school?

2. Council's Role: Monitoring and Oversight

The Council's role is to reach a consensus on how they participate in the review of activities.

- **Committee Structure:** The Council will maintain committees to oversee successes and challenges as well as to monitor progress.
- **Annual Review:** Every year, the Council must examine:
 - Extent of goal achievement (e.g., progress toward the 15 outreach events).

- Factors impeding progress (e.g., the shortage of providers identified in public feedback).
- Customer satisfaction with Council activities.
- **Risk & Budget Management:** Committees will review resource allocation to ensure funding is effectively supporting high-priority areas.

3. Informing 5-Year Plan Updates & Amendments

The evaluation must lead to the Council being informed enough to approve plan modifications.

- **Triggers for Amendments:** The plan will be updated if evaluation reveals:
 - New Opportunities: Such as an unexpected funding source for HCBS.
 - Emerging Trends: For example, the community's urgent request for Birth-to-3 resources and diagnostic support.
 - Internal/External Changes: Significant shifts in the number of available providers in rural Utah.
- **CRA Updates:** When responding to these trends, the Comprehensive Review and Analysis (CRA) will be updated to justify the shift in focus or resource allocation.

Key Improvements Integrated from Public Feedback

- **Prioritization:** The evaluation plan now explicitly prioritizes Objective 3 (Provider Training) for the first two years due to its immediate impact on life quality.
- **Informed Choice Metrics:** Surveys will specifically measure whether providers are "trusting the individual's choice" rather than talking them out of it, or pressuring them to choose differently.
- **Inclusive Self-Advocacy:** Evaluation methods will be adapted to capture the voices of those who do not use expressive language, ensuring they are counted in advocacy metrics.
- **Rural Sensitivity:** Transportation metrics will expand beyond tracking "partnerships" to include the number of service improvements initiated or implemented in rural areas. While the UDDC does not directly control county-level infrastructure, the Council will monitor and report on these developments to improve transparency and awareness of rural accessibility efforts.