

Wyoming Logic Model: ASCEND 307

These three goals work together to achieve the desired long-term student impact.

Goal 1: Increase the number of fully certified special education teachers by implementing a plan that addresses the needs of personnel teaching students and children with disabilities under a special education exception authorization (EA) or Consultant Specialist Permit (CSP).

Goal 2: Increase the number of educators, administrators, and families with the knowledge and skills to develop person-centered IEPs that address the essential readiness skill needs impacting children and students with disabilities' access to and benefit from school academic instruction, transitions, and vocational education opportunities.

Goal 3: Increase the capacity of leaders and educators to develop systems and use strategies that build trust and engagement with families and further strengthen the role families play in their child's development and learning.

Inputs	Strategies/Activities	Outputs	Outcomes	
<ul style="list-style-type: none"> WDE – SPED Division WDE – Career & Technical Education Professional Services Contractor PHP WDE coaches/ trainers Behavioral Health Division (BHD) University of Wyoming-WIND LEA representative BHD (Part C & B) Division of Family Services Institution Representative Wind River Indian Reservation Representative State Advisory Panel (parents and individuals with disabilities) English Learner consultant PTSB NCSI PROGRESS Center 	<ul style="list-style-type: none"> Determine barriers and challenges to full certification Identify EBPs to address the barriers/challenges Identify final set of essential readiness skills Develop trainings and resources surrounding: <ol style="list-style-type: none"> 1) person-centered IEPs 2) high-leverage and evidence-based instructional and classroom management practices 3) social-emotional-mental health supports and special education services 4) identified EBPs to address EA/CSP teacher barriers 5) identified essential readiness skills and their associated EBPs Select SPDG cohort schools and coaches Provide training to coaches on the above topics; including targeted training via the annual coaching institute Provide training to EA/CSP teachers. Provide intensive PD, coaching support, and resources surrounding essential readiness skills and their associated EBPs to school leaders and educators in SPDG cohort schools Provide universal trainings on essential readiness skills and their associated EBPs to school leaders, educators, and families across the state Collect data on barriers/challenges families face in helping their children achieve essential readiness skills Provide PD and resources on essential readiness skills and their associated EBPs to families Improve State Infrastructure to better support LEAs to implement and scale up EBPs that will improve essential readiness skills of SWD 	<ul style="list-style-type: none"> 24 SPDG cohort schools selected and trained to implement EBPs At least 24 coaches trained (6 per each of four cohort years) One statewide coach trained Number of trainings and participants At least 400 LEA/school personnel trained At least 200 family members trained Training delivered with fidelity Satisfied training participants Stakeholder Survey data Percentage of activities implemented as planned 	Short-Term	Mid-Term
			<ul style="list-style-type: none"> Increase in IEP coaches' knowledge, skills, and self-efficacy surrounding: <ol style="list-style-type: none"> 1) person-centered IEPs 2) high-leverage and evidence-based instructional and classroom management practices 3) social-emotional-mental health supports and special education services 4) EBPs surrounding EA/CSP teacher barriers 5) essential readiness skills for SWD and their associated EBPs Increase in EA/CSP teachers' knowledge, skills, and self-efficacy surrounding targeted areas and associated EBPs Increase in school leaders' and educators' knowledge, skills, and self-efficacy surrounding targeted areas Increase in families' knowledge, skills, and self-efficacy surrounding essential readiness skills of SWD and the associated targeted EBPs Increase in IEP teams' knowledge, skills, and self-efficacy surrounding how to develop high-quality IEPs. 	<ul style="list-style-type: none"> Increase in EA/CSP teachers', school leaders' and teachers' ability to implement, with fidelity, targeted areas and associated EBPs Increase in percentage of SWD with high-quality IEPs (measurable goals and services, SDI, and aids that address essential readiness skills) that are effectively implemented Increase in the retention rate of EA/CSP teachers and new teachers Increase in percentage of SWD: <ul style="list-style-type: none"> o placed in regular classroom o with high attendance o participating in at least two CTE courses Increase family engagement (Indicator 8) Decrease in the percentage of teachers with a special education EA/CSP. Increase in the percentage of SWD being taught by fully certified special educators
			Long-Term Impact	
			<ul style="list-style-type: none"> Increase in the percentage of SWD who score proficient on the workplace/career readiness checklist. Increase in percentage of SWD meeting Indicator 14B (competitive employment) Increase in graduation rate 	