

## Theory of Action

**SiMR: The percentage of students with Autism, Emotional Disability, and Other Health Impairment graduating with a regular diploma will increase from 51.12% in 2023-24 to 51.62% in 2025-26.**

<b>STRANDS OF ACTION</b>	<b>IF THE WDE...</b>	<b>Then Short-Term Outcomes will be:</b>	<b>Then Medium-Term Outcomes will be:</b>	<b>Then Long-Term Outcome will be:</b>
<b>1. Coaching/ Intensive TA</b>	Provides coaching to teachers of students with disabilities in select districts on person-centered IEPs, EBPs, and essential readiness skills through on-site training	<ul style="list-style-type: none"> <li>Teachers of students with disabilities will have increased knowledge of person-centered IEPs and essential readiness skills.</li> <li>Teachers will write high-quality IEP goals.</li> <li>Teachers will implement effective EBPs.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will implement new skills surrounding essential readiness skills.</li> <li>Teachers will provide appropriate and effective EBPs, transitions, vocational opportunities to students.</li> </ul>	<b>Students with Autism/ED/OHI will have increased graduation rate</b>
<b>2. Targeted TA</b>	Provides TA to select districts on best practices and EBPs through PLCs, module trainings, and other methods	<ul style="list-style-type: none"> <li>Teachers of students with disabilities will have increased knowledge of person-centered IEPs, EBPs, and essential readiness skills.</li> <li>Teachers will write high-quality IEP goals.</li> </ul>	<ul style="list-style-type: none"> <li>Students with disabilities will achieve their IEP goals.</li> <li>Students with disabilities will have higher attendance.</li> <li>Students with disabilities will be more likely to participate in CTE courses.</li> </ul>	
<b>3. Universal Technical Assistance</b>	Offers universal TA to all districts and to families surrounding best practices through statewide initiatives and conferences	<ul style="list-style-type: none"> <li>Teachers of students with disabilities and general education teachers will have increased knowledge of best practices surrounding person-centered IEPs and essential readiness skills.</li> <li>Families will have increased knowledge surrounding their child's essential readiness skills.</li> </ul>	<ul style="list-style-type: none"> <li>Students with disabilities will have increased essential readiness skills.</li> <li>Families will implement new skills surrounding essential readiness skills.</li> </ul>	
<b>4. State Infrastructure /Capacity</b>	Aligns all initiatives and provides training to state staff and regional coaches	<ul style="list-style-type: none"> <li>State staff members and regional coaches will be better able to assist districts in terms of increasing their capacity to support schools in implementing evidence-based practices surrounding essential readiness skills.</li> </ul>	<ul style="list-style-type: none"> <li>The system surrounding person-centered IEPs that address essential readiness skills; transitions; and vocational education opportunities will be sustainable.</li> </ul>	