Effective school leadership matters. Our current rate of school leadership turnover negatively affects teaching and learning in our region.

Leaders are not prepared for leadership role and lack autonomy in decision-making.

Few opportunities for professional and leadership development; opportunities are expensive.

Lack of professional network, mentoring and ongoing collaborative learning.

Lack of leadership opportunities and career advancement for school staff.

Staff turnover harms academic achievement and stalls improvement efforts.

**ASSUMPTIONS:** To support academic excellence, schools require high quality leadership and low staff turnover, which requires robust and evidence-based professional development and opportunities for shared leadership.

**EXTERNAL FACTORS:** Staff turnover and movement across school districts can undermine professional development efforts within a district; schools/personal have multiple and competing priorities; DOE is currently funding regional professional development but may not in the future. School leadership is ultimately accountable to school committee and the general public who may have different priorities.
Harnessing an Innovative Community Partnership: Logic Model

**Problem**
Residents of rural Maine experience disparate rates of poor health and well-being, particularly in terms of chronic disease, opioid dependence, mental health, maternal health, and childhood obesity.

**Project Goal**
Transform Maine's rural health workforce, specifically advanced practice nursing, so it is capable of meeting the unique demands posed by Maine's rural residents.

**Target Population:** NP students enrolled at School of Nursing

**Project Objectives**
- Enhance rural health competency for faculty and NP Trainees
- Enhance preceptor competencies
- Strengthen IPE/IPP practices
- Recruit and retain advanced practice nursing professionals in rural settings

**Assumptions**
- Lack of Sustainable Rural Health Workforce
  - Faculty/NP students and NP curricula lack rural health competency
  - Rural health professionals lack the credentials or aspirations to teach
  - Faculty and professionals lack IPE/IPP skills
  - Preceptors lack skills to host NP students
  - Hosting NP students viewed as difficult
  - NP students lack interest in working in rural settings
  - Existing rural health professionals lack pathways to advance careers

**Activities**
- Train faculty on rural competency
- Enhance curricula to include rural competencies
- Invite preceptors to guest lecture in classes
- Bring students together through IPE/IPP
- Train faculty and sites to enhance IPE/IPP competency
- Coach and train preceptors to build capacity to host students
- Provide students with hands on experiences in rural settings with quality preceptors
- Develop executive program for rural health professionals

**Output Measures**
- # NP Trainees
- # Faculty trained in rural competency
- # Course curricula revised
- # Preceptors who guest lecture
- # NP Trainees who are cross-trained
- # Trainings offered to enhance IPE/IPP
- # faculty
- # preceptors
- # sites
- # Preceptors
- # 1:1 coaching sessions, by topic
- # Trainings offered preceptors, by topic and attending
- # Host sites
- # Online CEUs available
- # Flexible course options

**Long-Term Impact on Rural Maine:**
Closing APRN gap
Improved health and well-being of residents

**Outcome Measures**

**Short-Term**
- NP Trainees and faculty acquire rural health competencies
- NP Trainees, faculty and preceptors feel more confident in collaborative practices
- NP Trainees perceive clinical training as meaningful and beneficial
- NP Trainees feel more connected to rural community
- NP Trainees are more confident in rural health care settings
- NP Trainees are excited/interested to work in rural settings
- Preceptors are more comfortable and confident hosting students
- Preceptors are more excited to be teachers

**Mid-Term**
- Faculty and curricula incorporate rural competencies into all aspects of program.
- Faculty seek out ways to enhance collaboration as a matter of practice.
- Preceptors seek out ways to enhance IPP/IPE at sites as a matter of practice.
- NP Trainees in program become ambassadors for learning and collaborative practices.
- NP Trainees in program intend to work in rural settings upon completion.
- Preceptors become faculty within nursing program

**Long-Term Impact on Rural Maine:**
Closing APRN gap
Improved health and well-being of residents
Migrant Education Program

MEP Students successfully transition to college and career

- Enrolled in College
- Employed in Career Pathway
- Enrolled in Trade School
- Enrolled in ESL Classes

MEP Students meet their educational goals

- PreK Readiness
- School Attendance
- Academic Advancement
- Academic Motivation & Aspiration

MEP Students experience less academic disruption

- -3rd-8th Grade Proficiency in English Language Arts
- -3rd-8th Grade Proficiency in Mathematics
- -11th Grade Proficiency in Algebra

MEP Student are better supported by schools and organizations

- Supported
- Connected
- Confident

Create learning opportunities
Provide tutoring/instruction
Provide resources & information

Seasonal Instructional Support

Support student transitions
Minimize acute barriers
Refer to longer-term supports
Provide resources & information

Educational Transition Support

Advocate for MEP students
Engage in outreach & training
Provide resources & information

System Advocacy & Policy Support