Education Leadership Academy (ELA)

LOGIC MODEL

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

SITUATION

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

region.

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.

INPUTS

Collaborating Districts

DOE Grant Dollars

Program Coordinator

Evidence-based curriculum

Independent evaluator

ACTIVITIES

Conduct outreach and recruitment with school districts: develop marketing and communication strategy

Secure assurances of commitment/ sustainability, and engage in ongoing communication with participating school districts

Coordinate and host evidencebased professional development curriculum (15 1day sessions over 3 years)

Access districtspecific coaching with 1 expert (2x per year)

Report quarterly to DOE and ELA Advisory Committee

Attend national conferences to ensure best practices

OUTPUTS

participating districts

#/% participating staff by role and characteristics

training sessions

staff at each training, by district

#/% staff whom complete all 5 sessions, by district

coaching sessions, by district

Annual retention rate

of participants who use training to obtain CFUs towards advanced educational degrees

| | Short-Term |
|---|---------------------|
|) | Participants report |
| | that as a result of |
| | ELA, they have |
| | enhanced: |

· Sense of being part of team

 Connected to a professional network/ community of practice

Leadership &

Motivation and

 Freedom to innovate

Participants report that as a result of FI A their district has:

 A supportive culture of learning

leadership

 Applied what they have

Mid-Term Participants report they are more satisfied with their iob

OUTCOMES

is more effective

Participants report

that more staff are

willing to take on

leadership roles

higher staff

retention rates

Districts experience

Districts experience

Districts experience

easier leadership

transitions

higher leadership

retention rates

Participants report that leadership at their school/district

planning skills

confidence to make change

• A common language of

 Shared accountability structures

learned to their goals

Long-Term ELA has established a community of practice model that is scalable and sustainable as an ongoing partnership with local

schools/districts

Participating Districts experience:

 higher staff retention rates

 higher leadership retention rates easier leadership

transitions

Districts demonstrate improved student attendance and academic achievement

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 my not in the future. School leadership is ultimately accountable to school committee and the general public who may have different priorities.

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.

Harnessing an Innovative Community Partnership: Logic Model

PROBLEM

ASSUMPTIONS

ACTIVITIES

Train faculty on rural

OUTPUT MEASURES

OUTCOME MEASURES Short-Term Mid-Term

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

posed by Maine's rural residents.

Target Population:

NP students enrolled

at School of Nursing

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

Project Objectives

Transform Maine's Enhance rural health rural health competency for faculty and NP Trainees workforce,

specifically Enhance preceptor advanced practice competencies nursing, so it is capable of meeting the unique demands

Strengthen IPE/IPP practices

Recruit and retain advanced practice nursing professionals in rural settings

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 w/ hands on experiences in rural settings with quality preceptors

Develop executive program for rural health professionals

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 # attending
- # Host sites
- # Online CEUs available
- # Flexible course options

NP Trainees and faculty acquire rural health competencies

NP Trainees, faculty and confident in collaborative

NP Trainees perceive beneficial

connected to rural community

confident in rural health

NP Trainees are

Preceptors are more comfortable and confident hosting students

Preceptors are more

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 intend to work in rural settings upon completion.

Preceptors become faculty within nursing program

NP Trainees working in rural setting 1-year post-graduation

NP Trainees intending to remain in rural setting

Project Resources & Inputs

1 FTE Project Director 0.3 FTE Co-Project Director 1 FTE Project Coordinator 0.3 FTE Independent Evaluators School of Nursing, NP Program 11 HealthReach Community Health Centers

preceptors feel more practices

clinical training as meaningful and

NP Trainees feel more

NP Trainees are more care settings

excited/interested to work in rural settings

excited to be teachers

LONG-TERM IMPACT ON **RURAL MAINE:**

Closing APRN gap

Improved health and well-being of residents

Migrant Education Program

