

Logic Model for Rhode Island Partnership to Support Early College Opportunities

Problem Statement: RI is concerned about students’ postsecondary outcomes given growing evidence that many public-school students in the state leave the system inadequately prepared for college and career opportunities. Recent data show that there are large and disparate outcomes across student groups in terms of college enrollment. For example, in 2020, 49 percent of high school graduates experiencing economic disadvantage enrolled in college programs compared to 74 percent of students not experiencing economic disadvantage.¹ Early college opportunities have been shown to improve students’ chances of enrolling in college.²

General Inputs: Existing research and evidence-based practices; federal and state regulations, statutes, and guidance; REL Northeast & Islands and partners’ engagement and expertise; connections to other networks and stakeholder groups; REL Northeast & Islands’ commitment to equity and culturally responsive practices; collaboration tools

Activity-specific inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term ³ Outcomes
<ul style="list-style-type: none"> Facilitation, project management, content experts 	<p>(Y1) Develop partnership</p> <p>(Y2) Sustain partnership through quarterly meetings to review logic model, plan and execute activities, and monitor progress</p>	<p>Logic model</p> <p>Sustained partnership with engaged members</p> <p>Documented progress on outcomes</p>	<p>Partners increase their understanding of the research, evidence-based resources, and data on early college opportunities.</p> <p>Partners build connections across partner organizations.</p>	<p>Partners will use the research findings to inform policy or practice decisions on funding and implementation of early college opportunities.</p> <p>RIDE will implement changes to its early college and other dashboards to improve usability.</p> <p>Districts and schools will implement action plans that include strategies to increase access to and participation in early college opportunities, particularly for student groups that have been historically underserved.</p> <p>RIDE will use the research findings to provide guidance to school counselors on ways to use the information in student advising about early college opportunities.</p>	<p>By 2027, there will be a demonstrable increase in the number of students who earn college credit in high school.</p> <p>By 2027, there will be a reduction in opportunity gaps among historically underserved student groups (that is, economically disadvantaged, race/ethnicity) in terms of the number of high schools offering early college opportunities and the percentage of students earning college credits and participating in early college opportunities.</p>

¹ NESSC [New England Secondary School Consortium]. (2021). *Common data project: 2021 annual report, school year 2019–2020*. <https://www.greatschoolspartnership.org/data-report/>

² Shields, K. A., Bailey, J., Hanita, M., & Zhang, X. (2021). The impact of accelerated college credit programs on educational attainment in Rhode Island. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. *Regional Educational Laboratory Northeast & Islands*. <http://ies.ed.gov/ncee/edlabs>

³ These long-term outcomes are leading indicators toward the state’s long-term goal of increasing postsecondary readiness, including postsecondary enrollment.

Activity-specific inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term ³ Outcomes
<ul style="list-style-type: none"> • Early college dashboards including those from Prepare RI and RIDE’s School/District Report Cards • District and school improvement plans • Content, training, data-use, and data inquiry experts 	<p>(Y1–Y2) Coaching: Use existing RIDE dashboards and data to increase student access and attainment</p>	<p>Workshop agendas and materials</p> <p>District and school action plans</p> <p>Protocol for improving usability of RIDE’s dashboards</p>	<p>Participants increase their understanding of students’ enrollment in and outcomes for early college opportunities; learn a structured data inquiry process; and identify barriers and strategies for program implementation, with a particular focus on students from historically underserved student groups.</p>		
<ul style="list-style-type: none"> • Student data; primary data on costs • Content, research, and methods experts; Plain Language editors 	<p>(Y1–3) Research study: Evaluate cost effectiveness of early college opportunities</p>	<p>Report</p>	<p>Partners increase their understanding of the effects and cost-effectiveness of RI’s early college opportunities.</p>		
<ul style="list-style-type: none"> • Study findings • Content, training, data-use, and data inquiry experts 	<p>(Y4–Y5) Coaching: Support district use of research study findings to make decisions about funding and implementation</p>	<p>Workshop materials</p>	<p>Participants increase their capacity to use data to inform decision-making.</p>		
<ul style="list-style-type: none"> • Communication, dissemination, and data visualization experts • Dissemination channels, partner networks, social media presence 	<p>(Y1–Y5) Dissemination: Handouts, webinars, conference presentations, stakeholder briefings, blogs, video, social media</p>	<p>Dissemination Plan</p> <p>Knowledge use and spread materials and meetings (such as video, webinar)</p>	<p>Partners increase their resource capacity to share the evidence base and resources for early college opportunities.</p>		