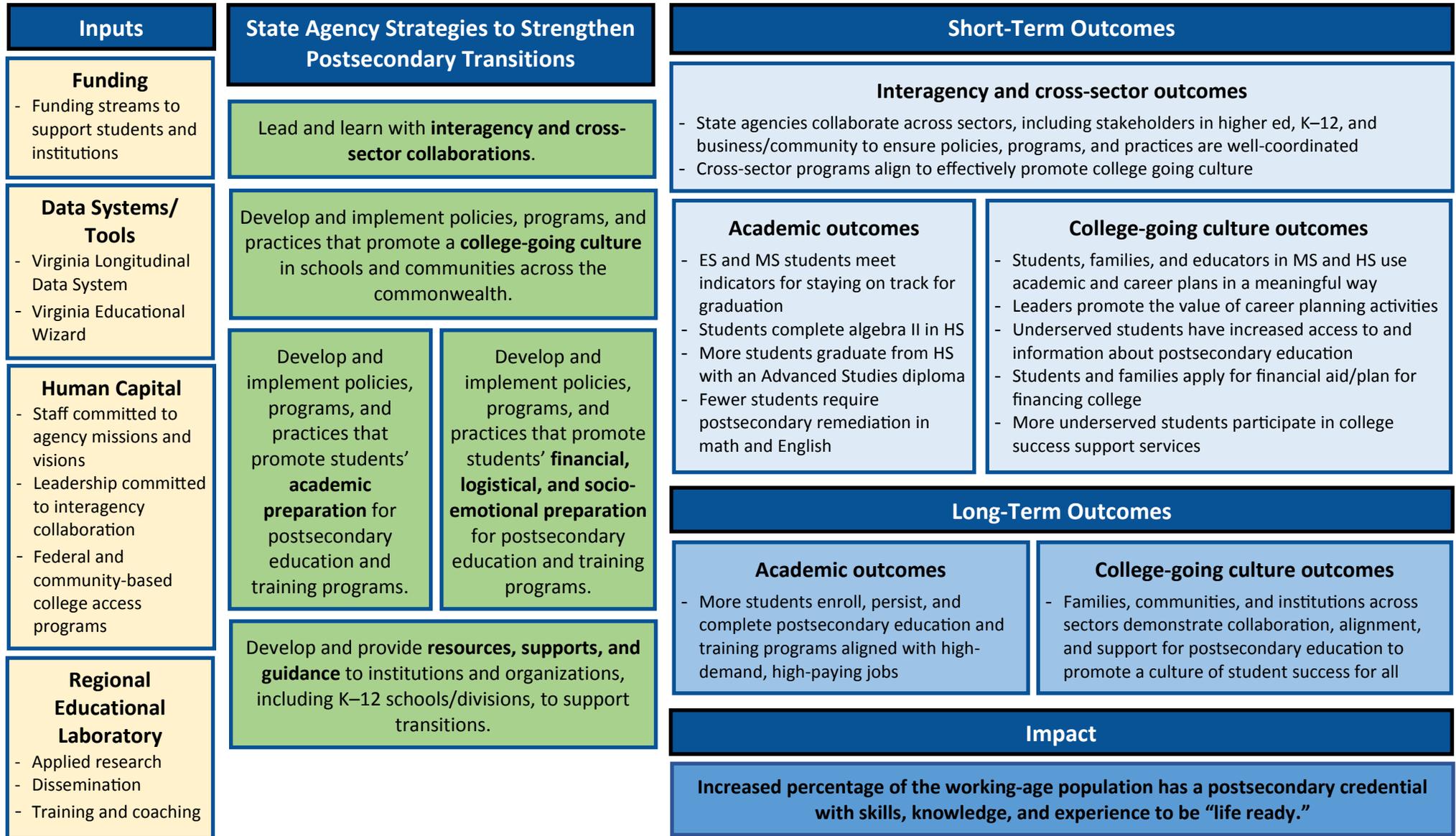


Problem Statement: There is limited information about effectiveness of and coordination between programs that help students overcome challenges and barriers to postsecondary enrollment and success, making it difficult for students in Virginia, particularly underserved students, to transition from high school to postsecondary education and training programs.



Assumptions: The partnership is committed to improving outcomes for all students, but particularly those who have been traditionally underserved; State agencies, K-12, and postsecondary institutions, families, and students have a shared responsibility for promoting successful postsecondary transitions; State agencies support coordinated efforts to strengthen postsecondary transitions.

Components of the Logic Model

Problem Statement

There is limited information about effectiveness of and coordination between programs that help students overcome challenges and barriers to postsecondary enrollment and success, making it difficult for students in Virginia, particularly underserved students, to transition from high school to postsecondary education and training programs.

- Challenges and barriers include inequitable access to learning opportunities, limited understanding of pathways from high school through postsecondary education to employment and careers, etc.

Inputs

- Funding
 - o Current inputs include: funding streams to support students and postsecondary institutions
- Data systems and tools
 - o Current inputs include: VLDS, Virginia Education Wizard
- Human capital
 - o Current inputs include: staff committed to agency missions and visions, leadership committed to interagency collaboration, federal and community-based college-access programs
- Regional Education Laboratory
 - o Creates partnership to support applied research, dissemination, and training and coaching

State Agency Strategies to Strengthen Postsecondary Transitions

- Lead and learn with interagency and cross-sector collaborations
 - o Current activities include: Taskforce on High School to Postsecondary Transitions, Executive Roundtable on College Access, Virginia College Access Network, etc.
- Develop and implement policies, programs, and practices that promote a college-going culture in schools and communities across the commonwealth
 - o Current activities include: 1, 2, 3, Go Initiative; Profile of a Virginia Graduate; Multiple Measures policy, etc.
- Develop and implement policies, programs, and practices that promote students' academic preparation for postsecondary education and training programs
 - o Current activities include: Virtual Virginia, experiential learning opportunities, dual enrollment, developmental education redesign, career pathways aligned with employer needs, Multiple Measures, etc.
- Develop and implement policies, programs, and practices that promote students' financial, logistical, and socio-emotional preparation for postsecondary education and training programs

- Current activities include: TRIO programs, Virginia Educational Wizard, etc.
- Develop and provide resources, supports, and guidance to institutions and organizations, including K–12 schools/divisions
 - Current activities include: 1) Tools for improvement and accountability (for example, school accreditation matrix, Multiple Measures policy, Guided Pathways, etc.), 2) Training and professional development, 3) Financial support (for example, more student aid through scholarships/grants, Affordable Pathways Grants, funding for low-income students to take college admissions tests)

Short-Term Outcomes

- Interagency and cross-sector outcomes
(Action seen by: State agencies)
 - State agencies are more collaborative across sectors, stakeholders, higher education and K-12 institutions, and business/ community to ensure policies, programs, and practices are well-coordinated and effective
 - State agencies and cross-sector programs well aligned to effectively promote college going culture for students, families, K-12 schools and divisions, higher education, and business/ community
- Academic outcomes
(Action seen by: K–12 schools, college/universities, families, and students)
 - Elementary and middle school students meet indicators for staying on-track for graduation
 - Students complete Algebra II in high school
 - More students graduate from high school with an Advanced Studies diploma
 - Fewer students require postsecondary remediation in math and English
- College-going culture outcomes
(Action seen by: K–12 schools, college/universities, families, and students)
 - Students, families, and educators in middle and high schools use academic and career plans in meaningful ways to create college-going culture
 - School leaders promote the value of career planning activities
 - Underserved students have increased access to and information about postsecondary education
 - Students and families apply for financial aid/ plan for financing college
 - More underserved students participate in college success support services

Long-Term Outcomes

- Academic outcomes
(Action seen by: College/universities, families, and students)
 - More students enroll, persist, and complete postsecondary education and training programs aligned with high-demand, high-paying jobs

- College-going culture outcomes
(Action seen by: College/universities, business/community, families, and students)
 - o Families, communities, and institutions across sectors demonstrate collaboration, alignment, and support for postsecondary education to promote a culture of student success for all

Impact

- Increased percentage of the working-age population has a postsecondary credential with skills, knowledge, and experience to be “life ready”
 - o Being “life ready” includes employment in high-demand, high-paying jobs