

Developing Resilient and Supportive Community Colleges Partnership Logic Model

Long-Term Outcomes Short-Term Outcomes Medium-Term Outcomes Partnership Activities and Outputs (student progress toward goals, or (improvements in knowledge & capacity) (observable changes in practice or policy) precursors of progress) **Culture of Care** 4.1.4 Pathway to Resilience, Equity, and Learning Pathway project partners report a better Pathway project partners report using (REAL): Training and coaching project providing VCCS understanding of how to implement new implementation resources. Students' self-reported sense of faculty, staff, and administrators with evidence-based resources evidence-based trauma-informed belonging on community college Pathway project partners report using they can use to implement trauma-informed practices, and practices on their campuses. campuses improves. to establish a continuous improvement process to data to reflect on and improve practice. strengthen implementation of these practices over time. Pathway project partners report greater Sustained, systematic organizational · Phase I: Identifying existing resources and counderstanding of how to measure and Pathway project partners share the new **change** that supports use of data to developing new resources collect data on implementation of implementation resources and data improve awareness-of public benefits and other student support services. • Phase II: Co-developing data-collection protocols and trauma-informed practices in protocols widely with other VCCS faculty, instructional environments that provide staff, and administrators. templates REL staff will also support the project partners to disseminate helpful information to improve their own these resources and data-collection protocols and templates to practice. Other VCCS faculty, staff, and other VCCS staff interested in implementing traumaadministrators use evidence-based, informed practices. trauma-informed practices to enhance a campus-wide culture of care. 4.1.8 Assessing the Quality of Data to Evaluate Single Stop Single Stop project partners have a North Star Impact across the Virginia Community College System (VCCS): better understanding of how data can be Technical support to help VCCS leaders understand the quality used to investigate implementation Single Stop project partners develop data Increased uptake of public benefits and of existing Single Stop data for VCCS students and to collect of Single Stop. entry standard operating procedures and other student support services. additional data that VCCS can use to support program planning data matching protocols to support a and inform the design of a future evaluation study. Single Stop project partners have greater future evaluation of Single Stop. Improved academic outcomes, including: Phase I: Understanding the extent to which Single Stop data capacity to implement the next steps Course completion can reliably be matched with VCCS administrative data to towards using matching techniques and Single Stop project partners assess the · Retention in college support a future study of Single Stop. collecting data for a future evaluation program's readiness for evaluation across Degree and credential completion • Phase II: Understanding variability in how Single Stop is of Single Stop. the 23 campuses, including how implemented across the 23 VCCS colleges, including how consistently Single Stop is implemented Improved campus outcomes, including campuses use and enter data into the Single Stop online and the implications of any Employee retention system. inconsistencies for the evaluation design. Campus climate

Single Stop project partners: Partners employed at the Virginia Community College System (VCCS) office.

Pathway project partners: Partners who are administrators, faculty, and staff employed by participating community college campuses and the VCCS office.

Other VCCS faculty, staff and administrators: Employees at the VCCS office and across the participating community college campuses who are the target audience for the newly developed resources and data protocols.

Contextual Factors

Legislative and executive priorities/mandates | State/local teaching and learning context | Funding allocations | Data availability