

## Logic Model for Maine Partnership to Support Innovative and Equitable Educational Opportunities

**Problem Statement:** Maine is a large, primarily rural state that faces inequitable access to high-quality learning opportunities and outcomes,<sup>1</sup> high rates of chronic absenteeism and disengagement,<sup>2</sup> and growing socio-emotional needs.<sup>3,4</sup> This is particularly true for rural students, students with individualized education plans, and economically underserved students, all of whom have been disproportionately impacted by the pandemic and by insufficient investment in remote learning.

**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; virtual meeting tools.

Activity-specific inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
Facilitation, project management, content experts.	<p><b>(Y1) Develop partnership</b></p> <p><b>(Y1–5) Sustain partnership</b> through quarterly meetings to review logic model, plan and execute activities, and monitor progress.</p>	Sustained partnership with engaged members	<p>Partners build connections across agencies/ organizations.</p> <p>Partners increase knowledge and capacity for using research and evidence to support district innovations.</p>	<p>Partners will establish and maintain data collection practices and assess and support their innovations.</p> <p>Partners will use evidence to support replication and scale-up of the innovations.</p> <p>Maine districts will implement evidence-informed, innovative practices.</p>	<p>Students in participating innovation districts will have more equitable access to flexible, high-quality remote learning options, supporting the “north star” goal of enabling all students to have increased choice in their educational trajectories, improved educational outcomes, decreased absenteeism, and improved well-being, particularly for rural students, students with disabilities, and students who are economically-disadvantaged.<sup>5</sup></p> <p>The Maine Department of Education will have sustained systemic organizational changes to support innovative practices in schools and districts.</p>
Facilitation, project management, partnership with Maine DOE Remote Responsive Education Ventures (RREV) project leadership and district teams, and existing research and evidence-based practices.	<p><b>(Y1–2) Training Series</b></p> <p>Facilitate a training series with RREV teams to examine implementation of interventions.</p>	Tool to monitor implementation conformity	Participants will demonstrate a greater understanding of how to use and interpret data to assess the implementation of district innovations and which innovations show promise.		

Activity-specific inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
Existing research and evidence-based practices, findings, and relationships from training series; data from Maine DOE.	<b>(Y1–3) research study:</b> Describe the implementation of 2–3 remote learning innovations that show the strongest promise from the training series.	Report describing the implementation of promising innovations	Partnership members will increase understanding of how to implement promising innovations.		
Existing research and evidence-based practices; findings from training series.  REL Northeast & Islands and partners’ engagement and expertise.	<b>(Y4–Y5) TCTS:</b> Follow up coaching to support replication of promising innovations in other districts.	Action plan for participating districts	Participating districts will have greater capacity to implement promising innovations to meet the needs of all students.		
Findings from training series and research study; communication, editing, data visualization experts; dissemination channels.	<b>(Y1–Y5) dissemination:</b> Produce a fact sheet summarizing the literature on specific innovation areas.  Produce a co-authored blog series to highlight learning stories about the implementation process.  Create an infographic highlighting key findings for districts to be disseminated in appropriate venues.  Conduct presentations and webinars to disseminate products and learning stories.	Knowledge use Spread of materials  Meetings completed	Partners will deepen their understanding of the evidence base on specific innovation areas (e.g., remote learning, outdoor education).  Partners increase their resource capacity to share the evidence base and resources for innovation areas.		

<sup>1</sup> NESSC [New England Secondary School Consortium]. (2020). *Common data project: 2020 annual report, school year 2018– 2019*. [https://www.greatschoolspartnership.org/wp-content/uploads/2020/12/2020-Common-Data-Project-Annual-Report\\_Dec-2020.pdf](https://www.greatschoolspartnership.org/wp-content/uploads/2020/12/2020-Common-Data-Project-Annual-Report_Dec-2020.pdf)

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<sup>2</sup> ME DOE [Maine Department of Education]. (2022b, April). Chronic Absenteeism Data Reporting. Retrieved April 19, 2022, from <https://www.maine.gov/doe/data-reporting/reporting/warehouse/chronic-absenteeism>

<sup>3</sup> Biddle, C. & Frankland, M. (2021). *Re-opening Schools in the midst of the COVID-19 Pandemic: Lessons for leaders from the 2020-2021 School Year*. <https://umaine.edu/beyond-crisis-schooling/wp-content/uploads/sites/579/2021/08/Lessons-for-Leaders-Report-FINAL-1.pdf>

<sup>4</sup> Leech, P. & Johnson, A. (2021). How students with IEP's and their teachers are faring in Maine schools during the COVID-19 pandemic. *Teaching, Learning & Research Documents*, 75. [https://digitalcommons.library.umaine.edu/c19\\_teach\\_doc/75](https://digitalcommons.library.umaine.edu/c19_teach_doc/75)

<sup>5</sup> The state's north star goal of increased and flexible pathways for all students is projected to be achieved after the partnership concludes in 2026.