Development and Use of Your State MEP’s Logic Model: A Way to Ensure SDP and Evaluation Success!

Edward Monaghan, OME
Preeti Choudhary, OME
August 30, 2017

The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.
Agenda / Objectives

• Provide participants ideas on how to develop their State MEP’s logic model.

• Demonstrate that a logic model is a visual representation for a State MEP’s Service Delivery Plan.

• Engage participants in determining evaluation questions that arise out of their State MEP’s logic model.
WebEx Instructions

• Today, we’ll use the computer, rather than the call-in phone line.
• Participants may ask questions during appropriate times in the webinar, or enter them in the chat box.
• Please complete our evaluation!
Legal Page

Statute
Title I, Part C, Sections 1301(4); 1303(e); 1304(b)(1) and (2); 1304(c)(5); 1304(d); 1306(a)(1)(C) and (D).

Code of Federal Regulations
34 CFR 200.1-200.8; 200.83; 200.84; 200.85.

Guidance
HOW TO DEVELOP A LOGIC MODEL:

* WHAT IS A LOGIC MODEL
* A LOGIC MODEL – IN PLAIN ENGLISH
* ELEMENTS OF A LOGIC MODEL
* IF-THEN RELATIONSHIPS
* LOGIC MODEL EXAMPLES
* LOGIC MODEL BENEFITS
What is a Logic Model?

“A logic model is a visual representation of the assumptions and theory of action that underlie the structure of an education program.”

IES, 2014
A Logic Model – In Plain English

“If you don’t know where you are going, how are you gonna’ know when you get there?”

Yogi Berra

Where are you going?

How will you get there?

What will show that you’ve arrived?
Elements of a Logic Model
If-Then Relationships

Underlying a logic model is a series of ‘if-then’ relationships that express the program’s **theory of change**.

IF then IF then IF then IF then IF then IF then
Logic Model – Family Vacation

**Inputs**
- Family Members
- Establish Budget, Make Reservations
- Vehicle
- Beach Gear

**Activities/Outputs**
- Drive to Ocean City, MD
- Get to hotel, settle in to room
- Ride waves, go fishing, shopping, and eat boardwalk fries

**Outcomes**
Family members learn from each other; strengthen family bonds; hopefully enjoy most of the time!
Migrant Education Program Logic Model

**INPUT**
- **Resources:**
  - $393,000,000 Funding
  - OME Excellent Leadership, TA, & Financial Support
  - Consortium Grants
  - MSIX
- **Barriers:**
  - Student Mobility
  - Instructional Time
  - School Engagement
  - Low SES/Education Support
  - ELL Status
  - Health
  - Access to Services

**PROCESS**
- **SEA Grants Provide Resources For:**
  - Instructional & Support Services
  - Identification & Recruitment
  - Re-Interviewing
  - CNA/SDP/Evaluation
  - Coordination of Services
  - Parent Involvement
  - Collection of Data Within EDFactors and MSIX
  - Technical Assistance & Monitoring of Award & Subawards

**OUTPUT**
- **Children Recruited & Identified**
- **MSIX Facilitates Records Transfer & Coordination**
- **Children’s Secondary Course History Collected for Purpose of Credit Accrual**
- **Children Served, Particularly PFS, With Instructional Services, & Support Services w/Breakout of Counseling**
- **Children Referred to Other Programs**
- **Children Served Under COS Authority**

**OUTCOMES**
- **Increased Percentage of Students Receiving Instructional Services**
- **Increased Percentage of PFS Students Receiving Instructional Services**
- **Increased Percentage of Participation of 9th Grade Students in Algebra I**

**RESULTS**
- **Improved Student Proficiency in Reading/LA & Mathematics**
- **Improved Secondary Student Promotion & Graduation**
- **Improved Algebra I Success Rate**

**IMPACT**
- **Gap Reduction in Student Achievement in ES, MS, & HS**
- **Increased Graduation Rate**
- **Increased Post-Secondary Participation**

**Leading Indicators**
1. Percent of Age 3-5 Received Instructional Services
2. Percent of PFS Served
3. Percent Grades 7-12 Received Instructional Services
4. Percent Received Full Credit for Algebra I, After Receiving Partial Credit
Pennsylvania MEP
Logic Model Example

• Carmen Medina, PA MEP Director
• Yolanda Yugar, PA MEP Evaluator
PA Migrant Education Program Logic Model

**INPUT**

**Resources:**
- PA MEP Funding
- Regional Model
- Local and State Partnerships
- Highly Involved State Team
- State Initiatives
- Consortium Grants
- MIS2000
- MSIX

**Barriers:**
- Student Mobility
- Supplemental Only
- Student Engagement in School
- ELL Status
- Transportation

**PROCESS**

**Regional Model Provides Resources For:**
- Instructional & Support Services
- Identification & Recruitment
- Re-Interviewing
- CNA/SDP/Evaluation
- Coordination of Services
- Continuous Improvement Process
- Parent Involvement
- Collection of Data Within EDFacts and MSIX and MIS2000
- Technical Assistance & Monitoring of Regional Programs

**OUTPUT**

Children Recruited & Identified
- MIS 2000 Facilitates Records Transfer & Coordination within state and MSIX
- Children’s data examined to determine GRPA indicator status and MPOs, SDP goals and targets
- Children Served, Particularly PFS, With Instructional Services, & Support Services
- Children Referred to Other Programs
- Children Served Under COS Authority

**OUTCOMES**

Children receive services based on identified needs
- Parents engaged in educational support through PAC and other activities
- Increased awareness of PA MEP through Partnerships
- Child/Youth increased participation in prekindergarten programs
- Changes in staff practices based on professional development
- Improved program efficiency through evaluation

**RESULTS**

Improved Student Proficiency in Reading/LA & Mathematics (snapshot and longitudinal)
- Improved Secondary Student Promotion & Graduation
- Improved Algebra I Success Rate
- Increased enrollment/participation in Diploma Project
- Changes in staff practices based on professional development

**IMPACT**

Gap Reduction in Student Achievement in ES, MS, & HS
- Increased Promotion and Graduation Rate
- Increased English Language Proficiency
- Increased Kindergarten Readiness outcomes

**Leading Indicators**

1. Percent of children/youth receiving instructional and support services
2. Percent of PFS children and youth receiving services
3. Percent of fluent students and students improving to fluency
4. Percent of students attaining and maintaining proficiency in Reading and Math
5. Percent Received Full Credit for Algebra I, After Receiving Partial Credit
6. Percent of students reaching grade 12
Questions for MEP Director

- Please place a question in the chat box.
- We may ask you to elaborate on that question.
Logic Model Benefits

- Provides a common language
- Helps us differentiate between “what we do” and “results” --- outcomes.
- Guides and helps focus work.
- Helps to identify important variables to measure.
- Helps organize your program’s evaluation.
- Helps explain your program’s evaluation to stakeholders.
- Shows stakeholders your program’s improvements and performance results (formative and summative).
LOGIC MODEL = VISUAL REPRESENTATION FOR A STATE MEP’S SDP:

* SDP TOOLKIT LOGIC MODEL (FIGURE E.1)
* LOGIC MODEL ALIGNMENT
If you want migrant students to achieve the state performance targets, then the MEP will need to address these needs.

If you achieve the MPOs, then migrant students will contribute to achieving the state performance targets.

If the MEP is to address these needs, then these strategies should be implemented.

If these strategies are implemented, then these positive results should occur.

If these results occur, then they will contribute to achieving the MPOs.
Logic Model Alignment: Performance Targets and MPOs

The Migrant Education Program (MEP) must contribute to achieving the state performance goals and targets. Once strategies are selected to address the needs identified in the Comprehensive Needs Assessment (CNA), then the planning team will develop MPOs to articulate what results you want to see in migrant children who participate in the MEP. The MPOs not only logically follow from the strategies, but they also should help migrant students achieve the state performance targets. (SDP Toolkit, E-2)
Logic Model Alignment: Strategies and MPOs

If the strategies and MPOs do not lead to improving migrant student performance related to state performance targets, then they do not belong in the SDP. If the strategies are thoughtfully selected and implemented, then the results should lead to achieving the MPOs. If the MEP achieves the MPOs, then in a well-conceived plan, migrant students will achieve the state performance targets, which will contribute to the state’s achieving its performance goals. (SDP Toolkit,E-2)
EVALUATION QUESTIONS:

* YOUR STATE EVALUATION – QUESTIONS YOU WANT ANSWERED
* TYPES OF EVALUATION QUESTIONS
* WHO TO INVOLVE IN THE DEVELOPMENT
* USES OF YOUR STATE MEP LOGIC MODEL
Logic Model and Common Types of Evaluation

Needs Assessment:
What are the characteristics, needs, priorities of target population?
What are potential barriers/facilitators?
What is most appropriate to do?

Process Evaluation:
Are activities delivered as intended? Fidelity of implementation?
Are participants engaged?

Outcome Evaluation:
To what extent are desired changes occurring?
Who is benefiting/not benefiting? How?
What seems to work? Not work?
What are unintended outcomes?

Impact Evaluation:
To what extent can changes be attributed to the program?
Are more students becoming proficient in Math and ELA, and graduating from high school?
Are high school graduates increasingly participating in postsecondary education?
Summary: Logic Model and Reporting

Program Development
Planning – Implementation – Evaluation

Program Action - Logic Model

Inputs
- Activities
- Participation

Outputs - Participation
- Short Term
- Medium Term
- Long Term

Outcomes - Impact

What we do
- Conduct workshops, meetings
- Deliver services
- Develop products, curriculum, resources
- Train
- Provide counseling
- Assess
- Facilitate
- Partner
- Work with media

Who we reach
- Participants
- Clients
- Agencies
- Decision-makers
- Customers
- Satisfaction

What the short term results are
- Learning
- Awareness
- Knowledge
- Attitudes
- Skills
- Opinions
- Aspirations
- Motivations

What the medium term results are
- Action
- Behavior
- Practice
- Decision-making
- Policies
- Social Action

What the ultimate impact(s) is
- Conditions
- Social
- Economic
- Civic
- Environmental

Evaluation
- Focus - Collect - Interpret - Report

Evidence

Assumptions

External Factors

Situation
- Consider:
  - Mission
  - Values
- Stakeholder engagement
  - Collaboration
  - Competitors
  - Intended outcomes

Response

Results
Logic Model Evaluation Questions

• Develop at least one specific question that you want answered in your project’s evaluation.
• Be prepared to discuss your question with directors.
• Discussion.
Logic Model Options...

– Coordinate development of your project’s Logic Model with stakeholders.
– Use the Logic Model with stakeholders to communicate key aspects of your State MEP’s SDP.
– Use the Logic Model to develop evaluation questions, so that your project may use data to improve services and results!
Thank You!!

We hope you enjoyed this webinar. Please take a moment to fill out a short poll about your experience.

For additional assistance, contact the OME Data-Evaluation Team:

Edward Monaghan:  edward.monaghan@ed.gov
Preeti Choudhary:  preeti.choudhary@ed.gov

The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.
Thank you for completing the survey!

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1800-0011.