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

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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

MEP Guidance, March 2017. Chapter IV. CNA and SDP, pages 43-52; Chapter VIII. Program Evaluation, pages 84-95.

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?"

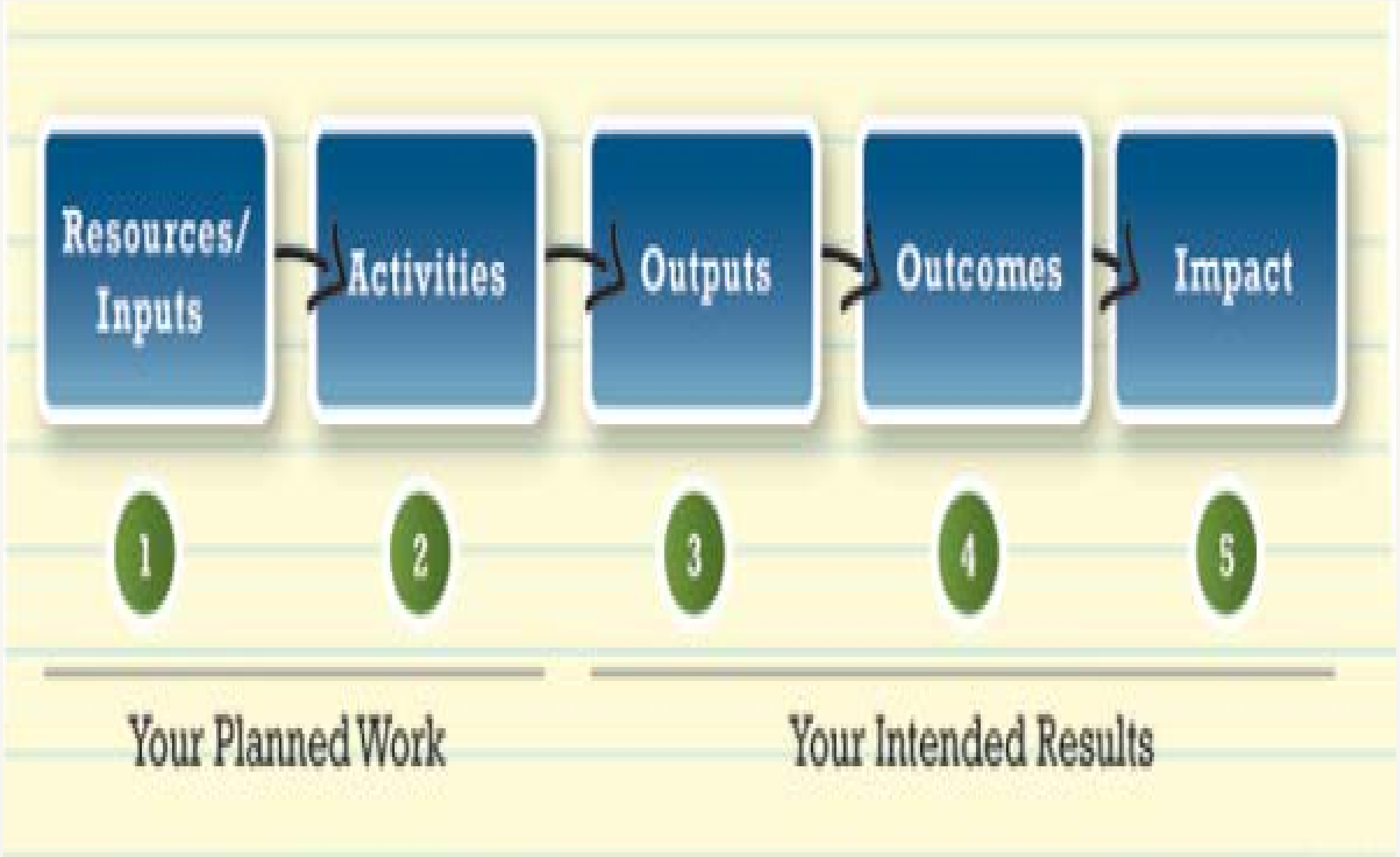
Yogi Berra

Where are you going?

How will you get there?

What will show that you've arrived?

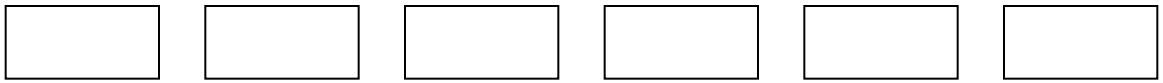
Elements of a Logic Model



If-Then Relationships

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

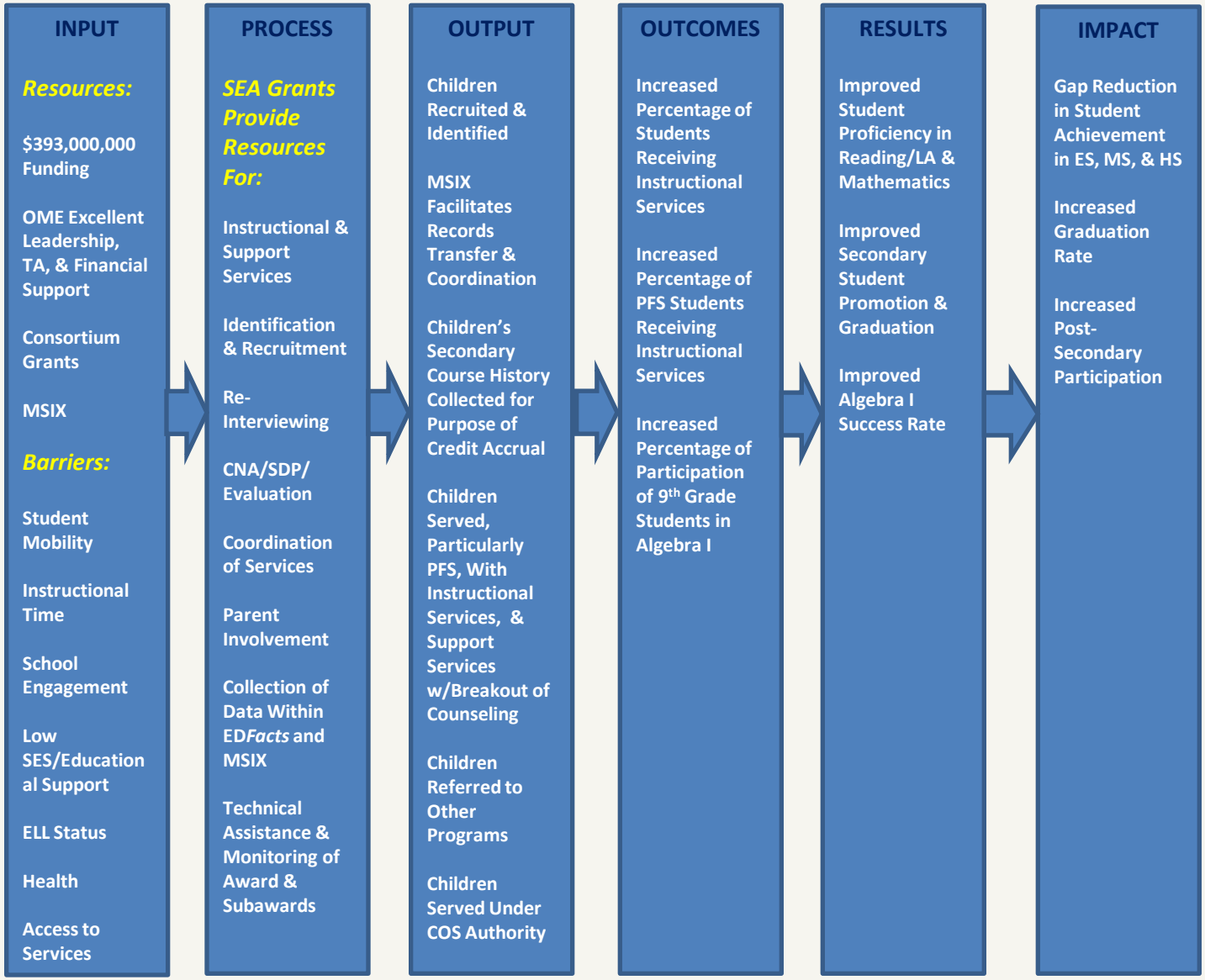
IF then IF then IF then IF then IF then



Logic Model – Family Vacation

INPUTS	ACTIVITIES/ OUTPUTS	OUTCOMES
Family Members	Drive to Ocean City, MD	Family members learn from each other; strengthen family bonds; hopefully enjoy most of the time!
Establish Budget, Make Reservations	Get to hotel, settle in to room	
Vehicle	Ride waves, go fishing, shopping, and eat boardwalk fries	
Beach Gear		

Migrant Education Program Logic Model



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 ED*Facts* 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 state and consortium initiatives

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 prekindergarten programs

Increased participation in Diploma Project

Increased participation by OSY in mini lessons

Increased parent involvement and support

IMPACT

Gap Reduction in Student Achievement in ES, MS, & HS

Increased Promotion and Graduation Rate

Increased English Language Proficiency

Improved 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

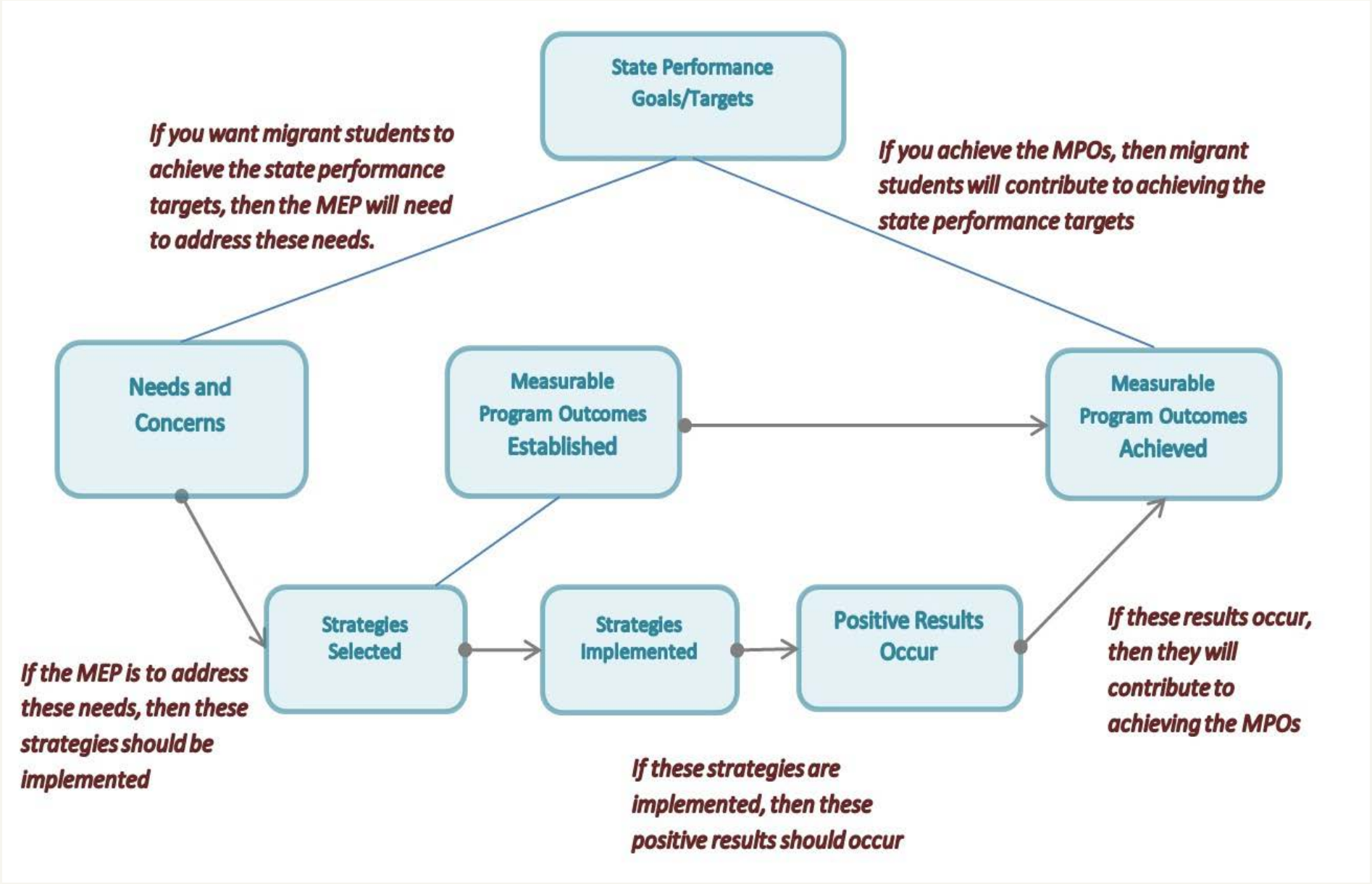
- Please place a question in the chat box.
- We may ask you to elaborate on that question.

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


State Performance Goals/Targets
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
Needs and Concerns
Measurable Program Outcomes Established
Measurable Program Outcomes Achieved
Strategies Selected
Strategies Implemented
Positive Results Occur
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)

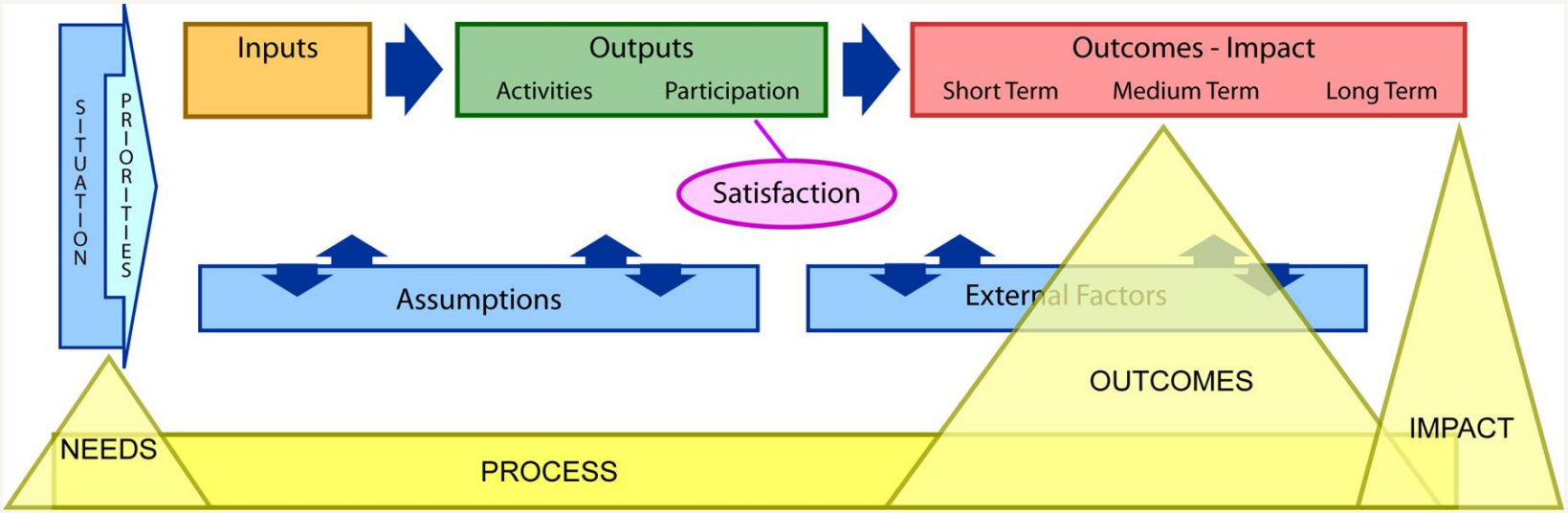
Logic Model Alignment: Strategies and MPOs

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



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?

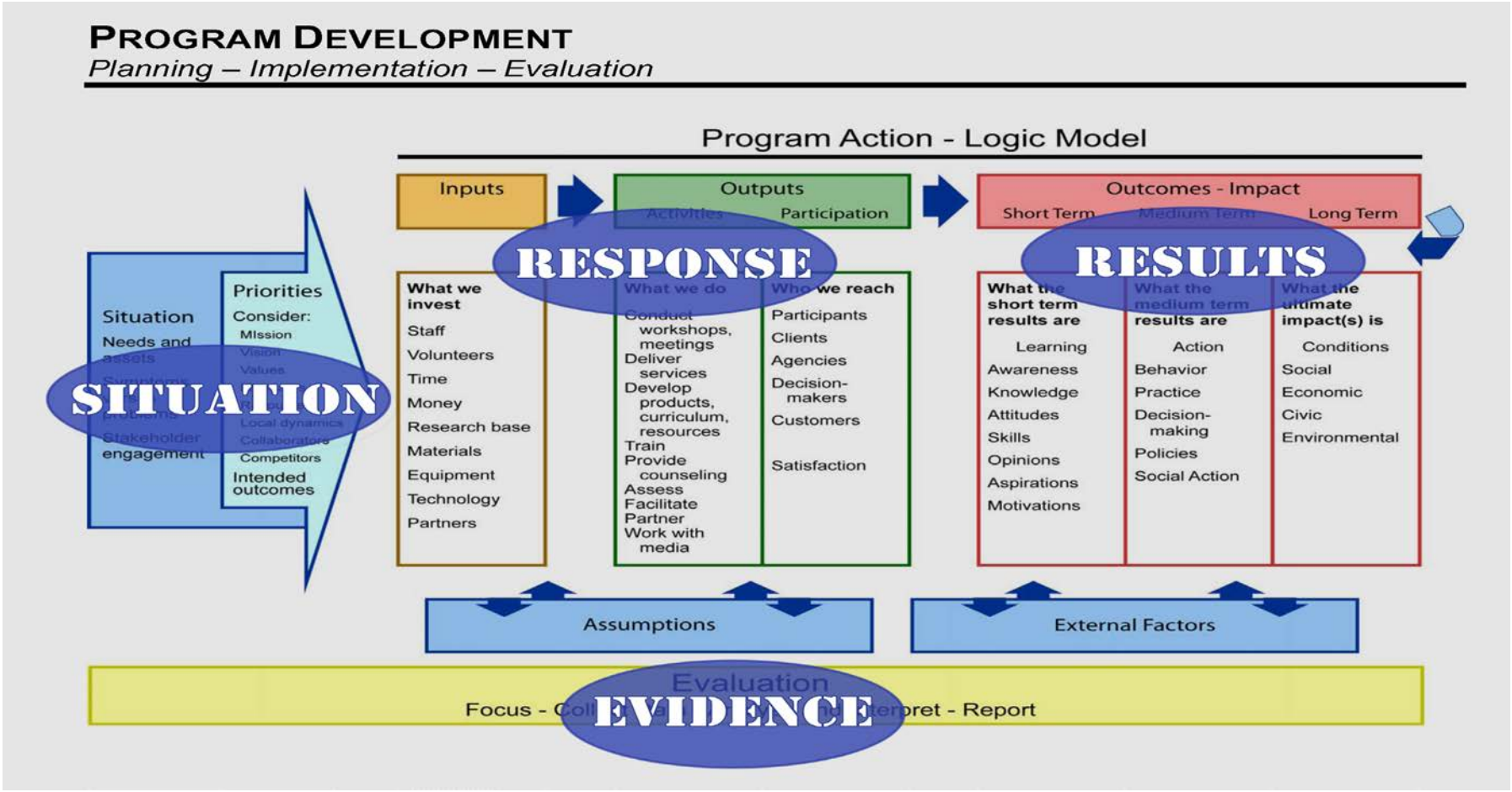
Impact Evaluation:

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



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:

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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!

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