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.
BEFORE WE GET STARTED!

Participate! Ask Questions!
• Click the “Reaction” button and “Raise Hand” if you would like to speak.

• Mute your mic if you are not speaking; Unmute your mic when you are speaking.

• Click the “Chat” button to ask questions. We are here to help and will actively monitor the chat.

• For Technical Assistance during the meeting, please send a private chat to “Technical Assistance – RTI” by selecting it in the dropdown menu in the chat window.
ZOOM: ADD YOUR STATE

- Click on Participants
- In the side window, move your mouse over your name
- Click on More
- Select Rename
- Add your state after your name
- Click Done
BEFORE WE GET STARTED (POLL)

If your camera were on, what would we all see in the background

A. A huge smile
B. My office
C. My home
D. Other
PRESENTATION OBJECTIVES

• Familiarize participants on the importance of the MEP Program Evaluation
• Revisit the Continuous Improvement Cycle
• Discuss the Logic Model’s role in the program Evaluation
• Discuss how States can improve their MEP services by applying the Continuous Improvement Cycle
• Identify resources to guide your Program Evaluation
LEGAL AUTHORITIES

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

Code of Federal Regulations
34 CFR 200.83(5); 200.84.

Guidance
4 GOALS OF PROGRAM EVALUATION

• Measure overall program effectiveness
  ◦ GPRAs and Leading Indicators
  ◦ MPOs
• Determine the fidelity in the implementation of services
• Identify strengths and weaknesses
• Provide recommendations for improvement
COMMON TYPES OF EVALUATION

• Needs Assessment
• Process Evaluation (or Implementation Evaluation)
• Summative Evaluation (or Results Evaluation)
• Impact Evaluation
CONTINUOUS IMPROVEMENT CYCLE

CONTINUOUS IMPROVEMENT

PLAN

ACT

STUDY

DO

COMPREHENSIVE NEEDS ASSESSMENT

SERVICE DELIVERY PLAN

PROGRAM EVALUATION

RESULTS.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.
COMPREHENSIVE NEEDS ASSESSMENT (CNA) SHOULD...

• Address statutory and regulatory requirements

• Considers other subgroups by addressing the specific needs of Priority for Services (PFS)

• Consider other need indicators (i.e., Long-term goals: Education of Migratory Children Under Title I, Part C of the established by the State, GPRAs, Leading Indicators)

• Address the goals of the MEP (OME Website)

• Consider recommendations in Chapter IV of Non-Regulatory Guidance Elementary and Secondary Education Act of 1965
POLL 1

When was the last time you conducted a CNA for your MEP?

A. In the past year
B. Two years ago
C. Three years ago
D. Four years ago
E. I have not updated my CNA in the last four years
F. I don’t know when the last time my CNA was updated
LARGE GROUP DISCUSSION

How have the needs of your migratory learners changed since your last CNA or the pandemic? (12 minutes)

1. Please use the ‘raise hand’ feature to speak out.
2. Reminder to mute your mic if you’re not speaking.
3. Feel free to share in the chat box!
4. It is important for OME to hear your thoughts
CHECKLIST FOR CNA

• Collect as much data as you can related to your programs, especially around unique-identified needs for your migratory learners.

• Use previous MEP program evaluation findings to inform your updated CNA.

• Try to account external/environment factors.
Using Your Logic Model to Improve Services

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POLL 2

Does your MEP use a logic model to improve services?

A. Yes

B. No

C. I’m not sure about that
LOGIC MODEL

“A logic model is a *systematic* and *visual* way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.”
BENEFITS OF USING A LOGIC MODEL

- 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).
AN EXAMPLE OF A LOGIC MODEL
MEP LOGIC MODEL (EXAMPLE)

**RESOURCES**
What we invest (MEP funds, staff, partnerships, etc.)

**ACTIVITIES**
What we do (activities, services, workshops, etc.)

**OUTPUTS**
Direct products from the MEP activities

**OUTCOMES**

<table>
<thead>
<tr>
<th>Short-Term</th>
<th>Intermediate</th>
<th>Long-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes in knowledge, skills, attitudes, opinions (GPRA 1 and GPRA 2, MPOs)</td>
<td>Changes in behavior or action that result from participants' new knowledge (GPRA 3 and GPRA 4; grade promotion, graduation, Algebra I credit)</td>
<td>Meaningful changes, often in their condition or status in life (responsible citizenship, further learning, and productive employment)</td>
</tr>
</tbody>
</table>

**ASSUMPTIONS:** circumstances in your community, region, and/or fund that supports the program (Not something you need to bring about with your program activities).

**EXTERNAL FACTORS:** Political environment, economic situation, social/cultural context, geographic and other natural constraints.
LARGE GROUP DISCUSSION

Describe any changes that you have made (or anticipate making) to your MEP (given the pandemic) that impacts program implementation. How are you documenting these changes in your evaluation? (12 minutes)

1. Please use the ‘raise hand’ feature to speak out.
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4. It is important for OME to hear your thoughts
LOGIC MODEL’S ROLE IN EVALUATION

Evaluation Plans:

- Logic Model
  - Resources
  - Activities
  - Outputs
  - Outcomes

- Implementation
  - Activities
  - Outputs
  - Data Collection
    - Method
    - Effort

- Outcomes
  - Outcomes
  - Indicators
  - Data Collection
    - Method
    - Effort
IMPLEMENTATION EVALUATION

1. Was the project implemented as described in the approved project application? If not, what changes were made?
2. What worked in the implementation?
3. What problems did the project encounter?
4. What improvements can be made?
MEP IMPLEMENTATION EVALUATION QUESTIONS (EXAMPLES)

**Broad Questions**

- To what extent is the MEP effective and what is its impact on Migratory children.
- How effective are MEP strategies and operations at addressing SEA migratory population’s unique identified need(s)?
- How can MEP strategies and operations be strengthened?

**More Specific Questions**

- What problems did the program encounter?
- What instructional strategies were used to teach RLA/MATH?
- **What were the participation rates for migratory students in MEP after-school activities?**
- What types of professional development activities were provided to MEP staff?
- What improvements should be made to MEP activities?
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USING QUANTITATIVE DATA TO IMPROVE SERVICES

<table>
<thead>
<tr>
<th>English as a Second Language (ESL) Program Participation Status</th>
<th>Migrant Status of Limited English Proficient (LEP) Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Migrant LEP Students</td>
<td># Non-Migrant LEP Students</td>
</tr>
<tr>
<td># Who participated in the after-school ESL program</td>
<td>50</td>
<td>275</td>
</tr>
<tr>
<td># Who did not participate in the after-school ESL program</td>
<td>100</td>
<td>75</td>
</tr>
<tr>
<td><strong>Column Totals</strong></td>
<td><strong>150</strong></td>
<td><strong>350</strong></td>
</tr>
</tbody>
</table>
# USING QUALITATIVE DATA TO IMPROVE SERVICES

<table>
<thead>
<tr>
<th>Level 2 Categories</th>
<th>Level 1 Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Categories of useful information</td>
<td>Students (n=49)</td>
</tr>
<tr>
<td>Academic</td>
<td>39%</td>
</tr>
<tr>
<td>Extra-curricular</td>
<td>42%</td>
</tr>
<tr>
<td>Financial</td>
<td>29%</td>
</tr>
<tr>
<td>Non-specific, positive (e.g., “It was all useful”)</td>
<td>4%</td>
</tr>
<tr>
<td>Non-specific, negative (e.g., “Nothing was useful”)</td>
<td>2%</td>
</tr>
</tbody>
</table>
BENEFITS OF UTILIZING A MIXED-METHODS APPROACH

- Collect a mix of quantitative and qualitative data.
  - Participation data (attendance sheets)
  - Conduct a focus group, face-to-face, telephone interviews with selected students
    - Why were certain participants absent?
    - What the program useful/helpful?

- Quantitative data, or numerical information, is analyzed or summarized using descriptive and inferential statistics. Quantitative data can be used to summarize useful information about large groups of people.

- Qualitative data, or information gathered in narrative form, is analyzed or organized into categories or themes, which can in turn be summarized by percentages. Qualitative data can help us understand more complex program issues related to “how” and “why.”

- Only collect data that can be used to evaluate your program.

- Analyzing and interpreting the data help identify themes or patterns that emerge from the information collected.
GROUP DISCUSSION QUESTION

1. What type of data does your MEP use to inform decisions about program implementation?

2. How has the COVID-19 pandemic changed:
   (a) the way you collect data and
   (b) the types of data being collected?
(12 minutes)

1. Please use the ‘raise hand’ feature to speak out.
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3. Feel free to share in the chat box!
4. It is important for OME to hear your thoughts
REFLECTION QUESTIONS TO CONSIDER FOR IMPLEMENTATION

• Have we considered the appropriate variables in the interpretation of the data?
• Have we identified all the major themes and subthemes?
• Have the data been analyzed in a way that answers specific evaluation questions?
• Are there other ways of interpreting the data that we have overlooked?
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USING YOUR RESULTS TO IMPROVE SERVICES (CONT. 1)

• If you were successful, consider what aspects of the services you delivered were most critical to your success. What are the implications for providing these services to more migrant children in the future?

• If you did not achieve the expected outcomes, consider whether the implementation (or under-implementation) of specific services impacted these results. What are the implications for being able to fully implement these services in the future?

• Are there other ways to implement these services in order to achieve success?
USING YOUR RESULTS TO IMPROVE SERVICES (CONT. 2)

• Look for ways to present contextual information in conjunction with evaluation questions, data collection methods, and findings.

• Make sure that the findings of your Program Evaluation are incorporated into the next CNA (the Continuous Improvement Cycle is repeated).

• Refine the SDP and MPOs as needed to align with more challenging or more realistic strategies and expectations.

• Revise evaluation questions and data collection methods as needed to align with changing strategies and expectations.
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RESULTS WEBSITE (CONT.)

WEBINARS & MEETINGS

WEBINARS
The Migrant Education Program provides webinars on achieving success as well as webinars on curriculum and toolkits. Check back for additional archived webinars.

RECENTLY COMPLETED WEBINARS

- Child Eligibility
- Comprehensive Needs Assessment and Service Delivery Plan

Upcoming Webinars
No webinars are scheduled at this time.
WELCOME TO THE WHAT WORKS CLEARINGHOUSE

The What Works Clearinghouse (WWC) reviews the existing research on different programs, products, practices, and policies in education. **Our goal** is to provide educators with the information they need to make evidence-based decisions. We focus on the results from high-quality research to answer the question “What works in education?” Find more information about the WWC.

HIGHLIGHTS

Now Available Version 4.1 of WWC Standards and Procedures Handbooks

Learn more about the updates from Version 4.0 to Version 4.1 and browse the new handbooks.

QUICK LINKS

- Intervention Reports
- Practice Guides
- Reviews of Individual Studies
Peer-Assisted Learning Strategies

Peer-Assisted Learning Strategies is a peer-tutoring program for grades K–6 that aims to improve student proficiency in several disciplines. During the 30-35 minute peer-tutoring sessions, students take turns acting at the tutor, coaching and correcting one another as they work through problems. The designation of tutoring pairs and skill assignment is based on teacher judgement of student needs and abilities, and teachers reassign tutoring pairs regularly.

Reviewed Research

<table>
<thead>
<tr>
<th>Outcome domain</th>
<th>Effectiveness rating</th>
<th>Studies meeting standards</th>
<th>Grades examined</th>
<th>Students</th>
<th>Improvement index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading achievement</td>
<td>-1.00</td>
<td>1 study meets standards</td>
<td>3-6</td>
<td>99</td>
<td>12</td>
</tr>
</tbody>
</table>

Connect With the WWC
OTHER ED EVIDENCE RESOURCES

• Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments
1. Education research?

Education research could include data analyses, literature reviews, methodological work, critiques of theories, logic models, or other related materials.

2. An acceptable material type?

Acceptable materials include journal articles, papers, briefs, reports, or books. ERIC does not index textbooks, lesson plans, blogs, or html-only text.

3. In English?

Journals must have at least 80% of articles in English. ERIC only indexes materials that are in English.

4. Relevant and substantive?

Materials must address relevant education topics in a rigorous and substantive way.

5. Complete and free of copyright disputes?

Content must be in final form, and publishers must provide evidence of transparent and ethical publishing practices.

---

ERIC - Selection Policy (ed.gov)
QUESTIONS?
EVALUATION OF THE PRESENTATION

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OME DATA-EVALUATION TEAM

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