MEP Program Improvement

Edward Monaghan, OME
Preeti Choudhary, OME
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Skype Webinar Instructions

- As you participate in this webinar, please think about any questions you may have about program improvement.

- Ask your questions during the "Questions" portions of the webinar, or enter them into the conversation 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.

Guidance

MEP Guidance, March, 2017. Chapter VIII. Program Evaluation, pages 84-95.

Agenda

- Introduction to the need for program improvement.

- Selection of Service Delivery Plan (SDP) strategies based on "What Works."

- Levels of Evidence that may help to determine the effectiveness of SDP activities, strategies, and interventions.

- Pilot Group for FY 2020: Technical assistance and networking for selection and evaluation of MEP activities, strategies, and interventions.

INTRODUCTION – OUR GOAL

- The goal of the MEP is to ensure that migrant students reach challenging academic standards and graduate with a high school diploma (or complete a HSED) that prepares them for responsible citizenship, further learning, and productive employment.

How do we measure our attainment of this goal?

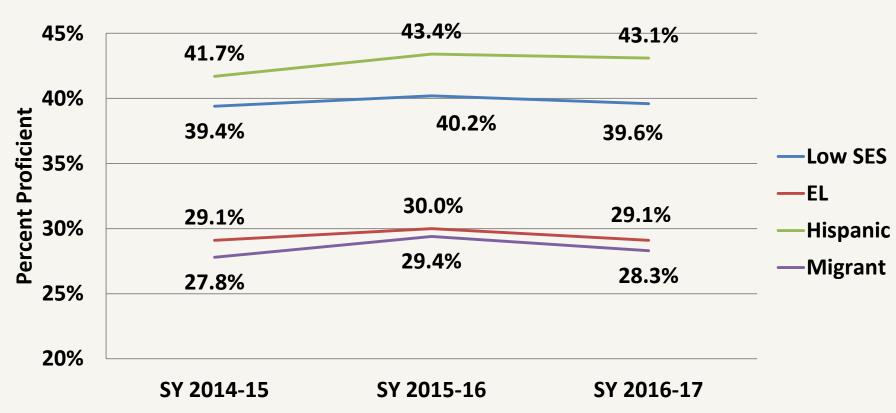# INTRODUCTION – GOVERNMENT PERFORMANCE RESULTS ACT (GPRA) MEASURES

- The Consolidated State Performance Report (CSPR) collects graduation data on Title I Part A subgroups: Major Racial/Ethnic Groups and Special Populations (doesn't include Migrant).

- We DO measure attainment of challenging academic standards. What do the longitudinal data tell us?
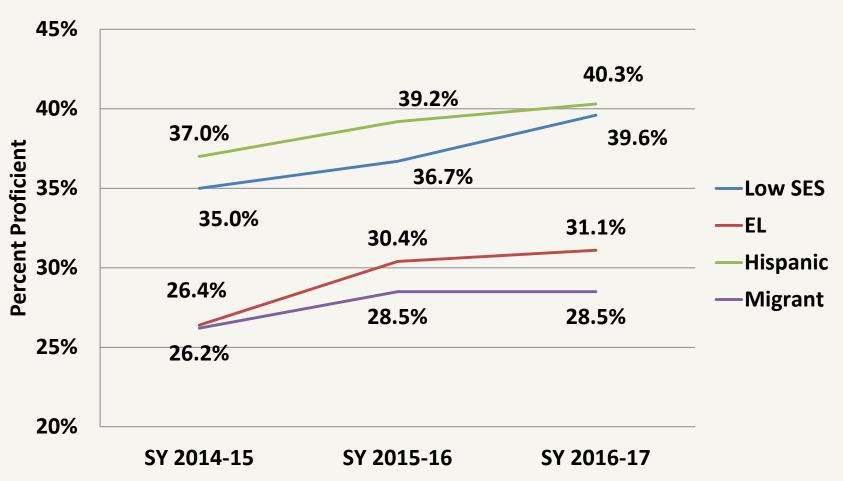
INTRODUCTION – GPRA 1 AND 2 LONGITUDINAL DATA

- Let's review Reading/Language Arts and Mathematics data (GPRA 1 and 2).

- Let's compare similar subpopulations [Low Socio-Economic Status (SES), English Learners (Els), and Hispanic].

- Let's start at a time when most States adopted college and career-ready standards and assessments: School Year (SY 2014-15).

READING/LANGUAGE ARTS PROFICIENCY – GPRA 1

MATHEMATICS PROFICIENCY – GPRA 2

INTRODUCTION – WHAT IS NEXT?

- GPRA targets increased 2.0% for SY 2017-18.

- Q: What are evidence-based practices that have shown results?

- Q: How can I measure my MEP's strategies/practices to find out if they are effective, and/or show promising, moderate, or strong evidence?

Migrant Education Program – Logic Model

INPUT	PROCESS	OUTPUT	OUTCOMES	RESULTS	IMPACT	Leading Indicators
Resources: **$374,751,000 Funding (FY 16)** **OME Excellent Leadership, TA, & Financial Support** **Consortium Grants** **MSIX** **Barriers:** **Student Mobility** **Instructional Time** **School Engagement** **Low SES/Educational Support** **EL Status** **Health** **Access to Services**	**SEA Grants Provide Resources For:** **Instructional & Support Services** **Identification & Recruitment** **Re-Interviewing** **CNA/SDP/ Evaluation** **Coordination of Services** **Parent Involvement** **Collection of Data Within EDFacts and MSIX** **Technical Assistance & Monitoring of Award & Subawards**	**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**	**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**	**Improved Student Proficiency in Reading/LA & Mathematics** **Improved Secondary Student Promotion & Graduation** **Improved Algebra I Success Rate**	**Gap Reduction in Student Achievement in Elementary School, Middle School, & High School** **Increased Graduation Rate** **Increased Post-Secondary Participation**	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

Question Break #1

- If you have a question on this introduction and/or current national MEP performance, please place it in the chat box.

SDP STRATEGY SELECTION RESOURCES: "NON-REGULATORY GUIDANCE – USING EVIDENCE TO STRENGTHEN EDUCATION INVESTMENTS PART I"

- Identify local needs
- Select relevant, evidence-based interventions
- Plan for implementation
- Implement
- Examine and reflect

ESSA - Using Evidence to Strengthen Investment

SDP STRATEGY SELECTION RESOURCES: "NON-REGULATORY GUIDANCE – USING EVIDENCE TO STRENGTHEN EDUCATION INVESTMENTS PART II"

What is evidence-based?

- What is strong evidence?

- What is moderate evidence?

- What is promising evidence?

- What demonstrates a rationale?

SDP STRATEGY SELECTION RESOURCES: WHERE DO I FIND THEM?

Institute of Educational Sciences (IES): [IES - "What Works Clearinghouse"](#)

- Topics to find "What Works" based on evidence

- Reviewed research includes outcome domains, effectiveness ratings, studies that meet standards, improvement index, etc.

    - Let's look at an example!

SDP STRATEGY SELECTION RESOURCES: IES EXAMPLE

After identifying local needs for decreasing dropouts, review a dropout prevention strategy, "Check and Connect."

- Domains

- Effectiveness ratings

- Studies that meet standards

- Grades and numbers of students

- Improvement index

SDP STRATEGY SELECTION RESOURCES: IES EXAMPLE (CONTINUED)

After identifying a local need for decreasing high school dropout rates, review "Check and Connect."

SDP STRATEGY SELECTION RESOURCES: INSTRUCTIONAL AND SUPPORT SERVICES?

While there are many instructional services located at the IES site, there are few support services. What are my next steps for support services?

LEVELS OF EVIDENCE AND EVIDENCE DEFINITIONS

Do you remember the 2018 MEP Annual Directors' Meeting session - "Family Feud?" Reactions included:

- New material

- Difficult content

- Teamwork helps in similar situations

EVIDENCE DEFINITIONS

And "Family Feud" content included:

- Collection of data, analysis, interpretation, scientific method, data visualizations

- ***Logic model, demonstrates a rationale, experimental, quasi-experimental, regression, correlation (methodology)***

- Program requirements

- CSPR questions

EVIDENCE DEFINITIONS: "NON-REGULATORY GUIDANCE – USING EVIDENCE TO STRENGTHEN EDUCATION INVESTMENTS PART II"

Our "Family Feud" session was an introduction to evidence. Today, we examine:

- Strong Evidence

- Moderate Evidence

- Promising Evidence

- Demonstrates a Rationale

EVIDENCE-BASED

An activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

  - Strong Evidence, or

  - Moderate Evidence, or

  - Promising Evidence, or

- Demonstrates a Rationale based on high-quality research findings or positive evaluation, and Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

STRONG EVIDENCE

Includes at least one well-designed and well-implemented experimental study on the intervention.

- Statistically significant and positive effect of the intervention on the outcome.

- Not be overridden by unfavorable evidence

- Have a large sample and multi-site sample

- Sample overlaps with the populations.

MODERATE EVIDENCE

Includes at least one well-designed and well-implemented quasi-experimental study on the intervention.

- Statistically significant and positive effect of the intervention on the outcome.

- Not be overridden by unfavorable evidence

- Have a large sample and multi-site sample

- Sample overlaps with the populations.

PROMISING EVIDENCE

Includes at least one well-designed and well-implemented correlational study with statistical controls on the intervention.

- Statistically significant and positive effect of the intervention on the outcome.

- Not be overridden by unfavorable evidence.

DEMONSTRATES A RATIONALE

- The intervention has a well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve the relevant outcome, and

- The intervention should include an effort to study the effects of the intervention, ideally producing promising evidence or higher.

Question Break #2

- If you have a question on strategy selection or levels of evidence, please place it in the chat box.

Thoughts on Evidence…

"Extraordinary observations require extraordinary evidence."

-Buzz Aldrin (astronaut)

More Thoughts on Evidence…

"Science has authority, not because of white coats, or titles, but because of precision and transparency; you explain your theory, set out your evidence, and reference the studies that support your case."

-Ben Goldacre (physician, writer)

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

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