Module 4
Evaluating Services to Binational Migrant Students

Designing an Implementation and Outcome Evaluation of State and Local Binational Services

Outcomes

* **Understand** the importance of evaluating services provided to binational migrant children and youth

* **Identify** tools for evaluating services to binational migrant students

* **Learn** how to use tools to evaluate services

* **Share** resources and best practices in the evaluation of binational services

Purpose of Evaluation

Evaluations allow State and local operating agencies to:

(1) **determine** whether the program is effective and document its impact on migrant children;
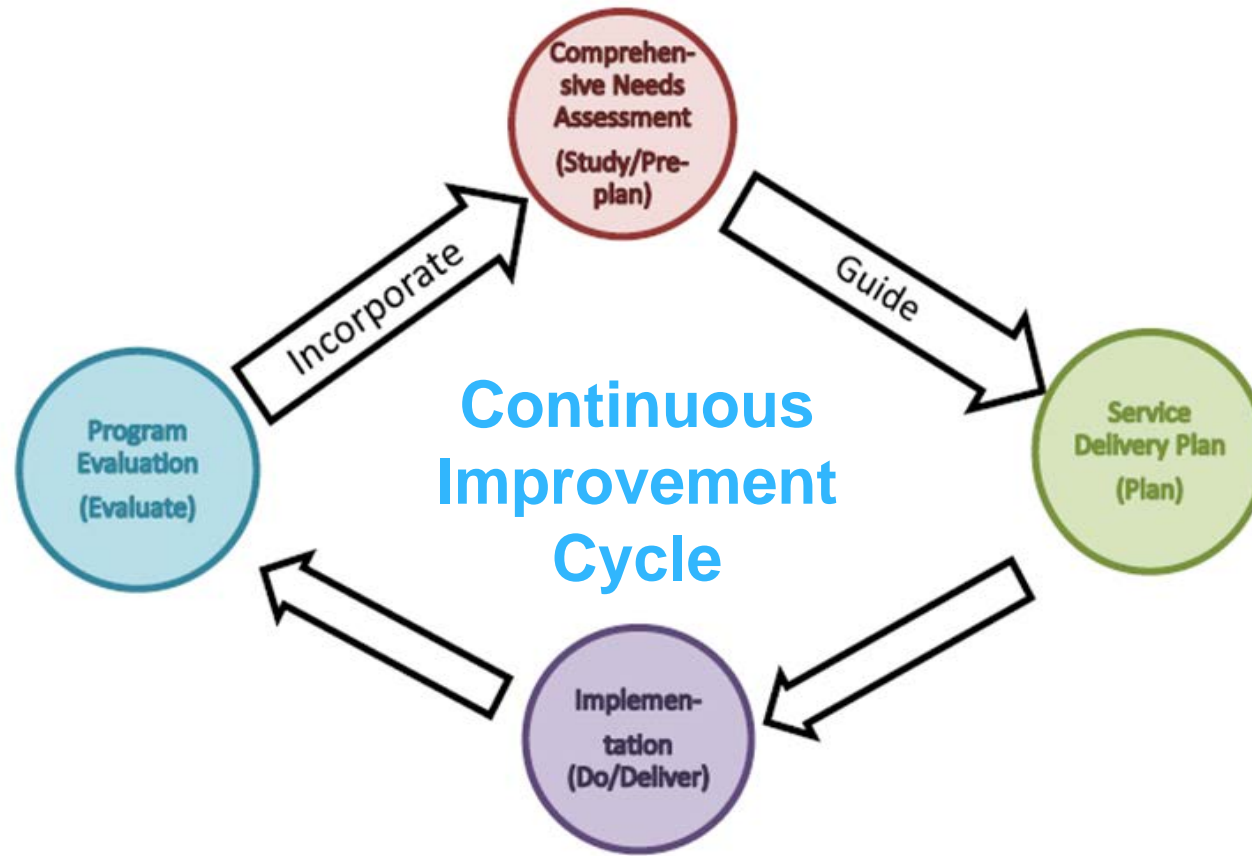
(2) **improve** program planning by comparing the effectiveness of different types of interventions; States address the Continuous Improvement Cycle by reflecting on the evidence they have gathered

Purpose of Evaluation (Cont.)

(3) **determine** the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and

(4) **identify** areas in which children may need different MEP services. A proper evaluation can provide powerful information regarding how best to use MEP funds to achieve the desired result.

Source: Office of Migrant Education Program Evaluation Toolkit (2012)

CNA, SDP, and Evaluation

Source: Office of Migrant Education Program
Evaluation Toolkit (2012)

Purpose of Continuous Improvement Cycle

* **Identify** the current needs and priorities of migrant students and families

* **Select** appropriate strategies to meet those needs

* **Implement** services to reflect such strategies

* **Assess** the degree to which the planned services have been successful at meeting the identified needs

Guidance on Evaluation

States are required to evaluate the effectiveness of the MEP and to provide guidance to their local projects on how to conduct local evaluations.

* For Evaluation Guidelines:

> Go to OME's Evaluation Toolkit found on the RESULTS website at http://results.ed.gov/

> Migrant Education
> Program Evaluation Toolkit
> A Tool for State Migrant Directors
>
> Summer 2012

OME Guidelines

* States generally evaluate the **implementation** of instructional and support services using descriptive or subjective data.

* A more effective way to determine the **fidelity of implementation** and quality of service is through the use of objective data (i.e., records, logs, teacher observations with protocols, etc.)

Considerations for Accountability of Binational MEP Services

* Student Academic Goals
* Perceived Services Effectiveness

    -Students

    -Parents

    -Staff

    -OSY

* Student Achievement Results
* Graduation/Credit Accrual Results
* Other?

Compliance: Legal Reference for Program Evaluation

Statute
Part C of Title I of the Elementary and Secondary Education Act (ESEA) of 1965 – Sections 1301(4); 1303(e); 1304(b)(1) and (2); 1304(c)(5); 1304(d); 1306(a)(1)(C) and (D)

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

Guidance

Non-Regulatory Guidance, October 2010, pp. 96 - 107

Source: Office of Migrant Education Program Evaluation Toolkit (2012)

Path Toward Student Success

Standardize data and processes in State MEP evaluations

Increase State-level opportunities to improve services and student academic achievement and graduation

Improve quality of State MEP evaluations, improve the annual number of successful State MEP evaluations, and **reduce** the need for State MEP resources that are devoted to the revision of State MEP evaluations

Important!

* Binational migrant students are students who have ***unique needs*** that go above and beyond those of non-Binational migrant students.

* The focus should be on evaluating services, programs, and measurable objectives specific to ***Binational*** migrant students.

Small Group Activity #1: Going Beyond

* You have 20 minutes to work in small groups (3-4).
* Select a recorder and a reporter for each group.
* Discuss the following question:

How does your state currently evaluate programs and services delivered specifically to Binational migrant students?

Share Small Group Answers Activity #1

Going Beyond – Additional Suggestions

* **Administer** surveys to identify current services delivered to Binational migrant students

* **Review** and **summarize** best practices in evaluating migrant services and adapt them

* **Visit** sites that show effective or promising evaluation practices for Binational migrant students and **adapt** to your situation
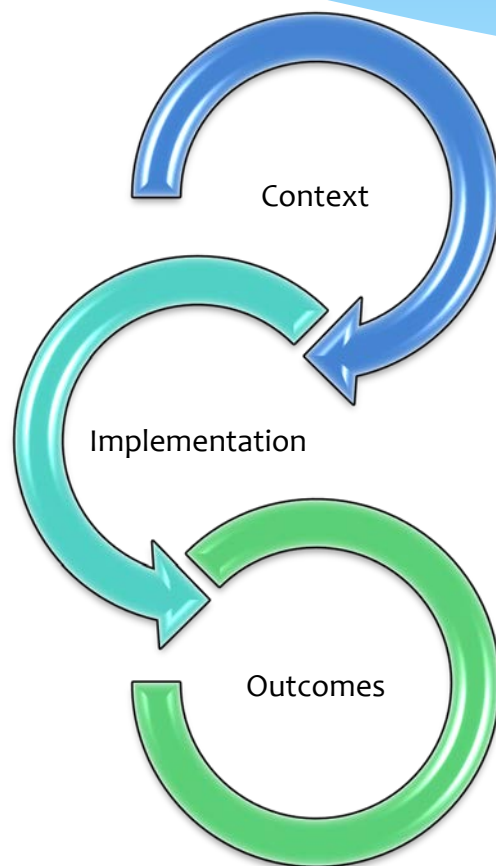
Going Beyond – Additional Suggestions (Cont.)

* **Promote** the use of technology in the evaluation process
* **Disseminate** evaluation practices to InET States and other States serving this population

Types of Data to Collect on Binational Students

Context

Implementation

Outcomes

Be sure to collect each of these 3 data types

Small Group Activity #2: Tools

* You have 15 minutes to work in small groups (3-4).

* Select a recorder and a reporter for each group.

* Discuss the following question:

What tools could your state use to evaluate programs and services to Binational migrant students?

Share Small Group Answers Activity #2

Evaluating Services to Binational Migrant Students

Handout 2 – Data Collection Matrix

Possible Data Elements to Collect	Examples of Data Collection Tools							
	State Database*	Surveys	Spreadsheet	Local Database	CSPR **	Progress Reports	State Assessments	Rubric-Based FII ***
Demographic Information								
Total number of eligible BN migrant students	✓	✓	✓	✓				
Total number of eligible BN students *served*	✓	✓	✓	✓				
Academic Services								
Reading Proficiency	✓			✓	✓	✓	✓	
Math Proficiency	✓			✓	✓	✓	✓	
Language Proficiency	✓			✓	✓	✓	✓	
Traditional Classroom Services						✓		✓
Tutoring Services	✓							✓
Distance-Learning Services	✓			✓				✓
Extended Day Program Services				✓				✓
Summer Program Services	✓			✓				✓
Other Academic (specify):								
Support/Coordination Services								
Apostille Requests	✓							
Traditional Binational Transfer Document Sent and Received	✓		✓					
Electronic Binational Transfer Document Sent and Received	✓		✓					
Number of BN Migrant Students Served by the BN Teacher Exchange Participants in the US	✓	✓	✓	✓				
Number of BN migrant Students Served by BN Teacher Exchange participants in Mexico	✓	✓		✓				
Health Services Referrals	✓				✓			✓
Counseling Services	✓				✓			✓
Interpreting/Translating Services		✓	✓		✓			✓
Coordinating School and Community Support	✓			✓		✓		✓
Transportation Services	✓			✓	✓			✓
Other Support/Coordination (specify):								

*__NGS__ – New Generation System; MIS2000; COEstar; MSIX – Migrant Student Information Exchange; **__CSPR__ – Consolidated State Performance Report; ***__FII__ – Fidelity of Implementation Index

InET Consortium Incentive Grant

SAMPLE Fidelity of Implementation Index

Strategies	IMPLEMENTATION LEVEL					Evidence
	NON-EVIDENT EFFECTIVE ⟵————————————————⟶ HIGHLY					
	1	**2**	**3**	**4**	**5**	
1.1 Provide high quality **literacy/ reading** instruction through a supplementary summer program for binational migrant children in grades K-3.	• No appropriate summer school literacy/reading resources • No appropriate readiness instruction • No evidence of participation • No evidence of growth in student performance • No records maintained	• Minimal appropriate school literacy/reading resources • Minimal appropriate readiness instruction • Negligible evidence of participation • Negligible growth in student performance • Minimal records maintained	• Approaching sufficiency in appropriate literacy/ reading resources • Approaching sufficiency in appropriate readiness instruction • Approaching sufficiency in evidence of participation • Approaching sufficiency in growth in student performance • Approaching sufficiency in records maintained	• Sufficient appropriate literacy/reading resources • Sufficient appropriate readiness instruction • Sufficient evidence of participation • Sufficient growth in student performance • Sufficient records maintained	• Extensive literacy/reading resources employed • Extensive readiness instruction evident • Extensive evidence of increased participation • Extensive evidence of growth in student performance • Comprehensive records maintained by site of migrant student participation in school readiness instruction	• Inventory lists of summer school reading/literacy resources • Classroom observation forms • Curriculum-based reading assessments • Attendance records on the number of binational migrant students participating • Number of students receiving visits from binational teacher • Interviews and focus groups with summer school staff, binational teacher, and parents of binational migrant students
1.2 **Coordinate** with existing community programs and social services agencies addressing the needs of migrant and youth in grades K-3.	• No coordination • No impact on addressing binational migrant children and youth needs • No contact with migrant families • No records maintained	• Negligible coordination • Negligible impact on addressing binational migrant children and youth needs • Minimal contact with migrant families • Minimal records maintained including a list of services	• Approaching sufficiency in coordination • Approaching sufficiency in impact on addressing binational migrant children and youth needs • Approaching sufficiency in contact with migrant families • Approaching sufficiency in an inadequate list of services and records student participation	• Sufficient coordination • Sufficient impact on addressing binational migrant children and youth needs • Sufficient contact with migrant families • Sufficient number of families participating based on needs • Sufficient records on services and student participation	• Extensive coordination • Extensive impact on addressing binational migrant children and youth needs • Extensive contact with migrant families • Updates and shares an extensive list of services; maintains student participation, and services outcomes	• Contact logs • Resource guides • Documentation on coordination • Examples of communication about service alignment • Meeting notes

NOTE: This sample contains only two possible areas for summer binational migrant services for grades K-3 and should be expanded to all areas served [e.g., math, early childhood, parent engagement, ESL].

Further Information

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