

Program Evaluation Guidance

Title I, Part C: Education of Migratory Children

Excerpted from Pages 84-95 of the Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children, updated March 2017

Statutory Requirements

Title I, Part C, Sections 1301(3); 1304(b)(1) and (2); 1304(c)(5); 1306(a)(1)(C) and (D)

Regulatory Requirements

34 CFR 200.1-200.8; 200.83; 200.84; 200.85

What does “evaluation” mean?

Evaluation means systematically and methodically collecting information about a program or some aspect of a program in order to improve the program or make decisions about the merit or worth of the program.

What do evaluations allow district to do?

Evaluations allow districts 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;
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.

What is an evaluation that examines program implementation?

An evaluation that examines program implementation is typically conducted while a program is in operation to provide information on how the program may be improved. For example, a project administrator may want to investigate whether a new or re-designed project is being implemented as described in the approved application and to examine problems that the project is encountering in the implementation. The evaluator might use tools like structured observations or surveys to answer questions like:

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? and
4. What improvements can be made?

Evaluations that examine program implementation provide early feedback to administrators, who use the information to improve or strengthen the project by reallocating resources, including time and money, into the most productive uses. Examples of common improvements include providing more or better training, changing instructional materials, changing inefficient or burdensome operating procedures, and strengthening administrative support.

Must the State and districts develop *measurable outcomes*?

Yes. The SEA must develop measurable outcomes for the MEP that are appropriate measures of the success of the program and that contribute to the achievement of the State's performance targets. The district must then develop measurable outcomes that are aligned with the State's measurable outcomes for the MEP.

In general, what are the requirements for evaluating the effectiveness of the MEP?

Each State must determine the effectiveness of the MEP through a written evaluation that measures the *implementation* and *results* of the program against the State's performance targets, particularly for those students who are a priority for services. Furthermore, States and districts must use the results of the evaluation to improve the services provided to migrant children. In evaluating the results of the program, each district must evaluate students who participate in the instructional or support-service components of the MEP against the program's measurable outcomes. In addition districts should measure student achievement through State assessments or other objective measures of student performance.

How does a district evaluate the effectiveness of the MEP?

Districts should evaluate the effectiveness of the program by comparing the results of the program against: (1) the measurable outcomes established for the MEP, and (2) the State's performance targets.

Who is responsible for evaluating the MEP?

Both the State and its districts have evaluation responsibilities. Districts must conduct a local project evaluation that measures both the implementation of the project and student performance against the district's measurable outcomes, the State's measurable outcomes, and the State's performance targets. The State must ensure that the district conducts the local evaluation properly.

When and how often should districts conduct an evaluation?

Districts examine the *results* of the program (i.e., the degree to which the program has met the measurable State and local outcomes) on an *annual* basis. A results-based evaluation is necessary for monitoring progress toward established goals.

Are MEP preschool programs subject to the MEP program evaluation requirements?

Yes. A district that operates a MEP preschool project must evaluate the progress of migrant children who participate in the project. The agency must measure the project's progress against the project's measurable outcomes. Districts must ensure that the results of the evaluations are used to improve services for children who participate in MEP preschool projects.

How should a district evaluate the success of MEP support services?

The district should measure the effects of support services against the district's measurable outcomes. For example, the district may measure whether a specified percentage of migrant children who were identified as having easily treatable visual impairments received eyeglasses or other comparable interventions during the project period in order to allow them to participate effectively in school. To measure the success of this intervention, the district would assess whether: (1) the percentage of migrant children who received the treatment is equal to or greater than the percentage of children that the project proposed to treat in the measurable outcomes of its approved project application, and (2) the extent to which this service helped achieve the State's measurable outcomes and performance targets.