

2008-2009 State MEP Director Survey
Binational Migrant Education Program (BMEP)

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0670 v.2. The time required to complete this information collection is estimated to average 1 hour per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write directly to Lakesha Davis, U.S. Department of Education, Room 3E325, 400 Maryland Avenue, S.W., Washington, DC 20202-6135

State _____ Date _____

Your position: migrant state program director/administrator other _____

Definitions/Notes

A **binational student** is an eligible migrant student who moves between Mexico and the U.S. with his/her parents or as an emancipated youth at least once in the last 36 months.

The **Transfer Document** is a commonly used form within migrant programs, which allows schools or districts to collect data on migrant students (i.e. the number of credits earned by students) that transfer between schools in Mexico and the US.

Free Textbooks are donated by the Mexico Department of Education every year. Thereby, the survey respondents play an active role in the receipt and distribution of those donated textbooks.

Binational Migrant Student Demographics

Please assist us in determining the number of *binational* migrant students participating in your state migrant education program (MEP).

Indicate the number of *binational* migrant students from your 12-month count that were **identified** and the number **served** in your state.

- _____ Number of binational migrant students **identified**
(Check One): Estimated Actual Count
- _____ Number of binational migrant students **served** during the **summer**
(Check One): Estimated Actual Count
- _____ Number of binational migrant students **served** during the **regular school year**
(Check One): Estimated Actual Count

Check the aspects of the Binational Migrant Education Program (BMEP) that your state participates in. Please complete only the sections of this survey that pertain to those aspects.

Please FAX the completed survey by Friday, 9/12/09 to: (512) 245-0588 - 1

- _____ Free Textbook Distribution Program
- _____ Distribution of the Transfer Document
- _____ Teacher Exchange Program-Teachers coming FROM Mexico
- _____ Teacher Exchange Program-U.S. Teachers/administrators GOING TO Mexico
- _____ Other? (Please list) _____
- _____ Other? (Please list) _____

Based on the results of your Comprehensive Needs Assessment process, what are the unique needs of binational students that go above and beyond the needs of interstate/intrastate migrant students that you feel can be met through the Binational Migrant Education Program?

Free Textbook Distribution Program

	<u>Not at all</u>	<u>Somewhat</u>	<u>A lot</u>	<u>N/A*</u>
1. Please rate the extent to which...				
... teachers/instructors used the books with students.	1	2	3	N/A
... teachers/instructors used the books for adult literacy.	1	2	3	N/A
... parents used the books to help their children learn.	1	2	3	N/A
... training and/or professional development was provided to educators on how to use the books.	1	2	3	N/A

*N/A = Not Applicable

2. If staff from your state participated in professional development on the use of the Free Textbooks, please provide responses for a, b, and c.

a. _____ How many staff in your state participated in professional development on the use of the Free Textbooks in the last year?

b. _____ On average, how many hours did each staff member participate in professional development on the use of the Free Textbooks in the last year?

c. Describe the type of professional development activities that occurred.

3. _____

4. _____

5. _____ If your state did not incur costs, which agency did? (Mark one): LEAs Consulate Other
6. In what ways were the Free Textbooks used in your state?
- As supplementary curriculum materials Given to migrant parents to read with their children
 Given to migrant students Other: _____
 Donated to the school library Other: _____

Transfer Document

1. Between the fall of 2008 and the summer of 2009, to what extent did schools/districts in your state complete the Transfer Document?
- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | <u>Not at all</u> | <u>Somewhat</u> | <u>A lot</u> | <u>N/A*</u> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- *N/A = Not Applicable
2. Were transfer documents received in your state? Yes No
3. Were transfer documents sent from your state? Yes No
4. How is use of the Transfer Document documented by schools in your state? _____
5. If schools and/or districts in your state are completing the Transfer Document, from whom are they obtaining the documents?
- _____ State Migrant Director _____ Other? (Please describe) _____
 _____ Local Mexican Consulate _____

Teacher Exchange Program - Teachers coming from Mexico

Based on your experience and observations, please rate the . . .	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>	<u>N/A</u>
... quality of training provided in Mexico about exchange teacher role/responsibilities in U.S. schools	1	2	3	4	N/A
... opportunities for cultural/educational exchange	1	2	3	4	N/A
... services provided by the exchange teachers from Mexico	1	2	3	4	N/A
... usefulness of the information received about the Teacher Exchange Program to help you request teachers	1	2	3	4	N/A
... extent to which the skills of the exchange teachers matched the needs at BMEP program sites	1	2	3	4	N/A

- Check the box(es) indicating the most useful aspects of the Teacher Exchange Program
- increased students' self esteem increased staff knowledge about Mexico's school system
 increased students' language/cultural identity increased students' motivation toward school
 increased students' content achievement increased parents' involvement
 other: _____ other: _____

What type of Visas or documentation were granted to the exchange teachers in your state (check all that apply):
 J-1 Visa (Cultural Exchange) Legal Resident or U.S. Citizenship H-1 (Work Visa) Tourist Visa

Teacher Exchange Program - U.S. Educators going to Mexico

Based on your discussions with educators and/or your knowledge about the exchange program for educators going to Mexico, please rate the quality of the:

	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>	<u>N/A</u>
... orientation provided in the U.S. preparing educators	1	2	3	4	N/A
... orientation/information provided while in Mexico	1	2	3	4	N/A
... opportunities for cultural/educational exchange	1	2	3	4	N/A
... overall quality of the exchange for educators going to Mexico	1	2	3	4	N/A

List the districts in your state that sent educators to Mexico in 2008-09. Use a separate sheet if needed.

School or District in your State	# of Educators Sent	Teacher=T Administrator=A	City/cities and state(s) visited in Mexico	Services provided (i.e. taught students, conducted training, worked w/parents)

Overall, what do you feel are the most useful aspects of the Teacher Exchange Program?

**Binational Migrant Education Program
General Questions and Final Comments**

1. Please describe any ideas you have to improve the quality of, and participation in, the Binational Migrant Education Program. (i.e., Teacher Exchange Program, Free Textbook Distribution Program, Access to Schools)

2. Please list any resources needed to increase participation in the Binational Migrant Education Program.

3. *Other comments and suggestions.*