

2009-2010 State MEP Director Survey
Binational Migrant Education Initiative (BMEI)

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 TO BE DETERMINED. The time required to complete this information collection is estimated to average 1.25 hours 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 Tara Ramsey, U.S. Department of Education, Room 3E323, 400 Maryland Avenue, S.W., Washington, DC 20202-6135

In order to best respond to this survey, please complete electronically. This is a locked Microsoft Word Form and you cannot edit the instructions or questions; input text boxes will expand to the size of your text if completed electronically. You may attach a separate sheet if necessary. Completed surveys should be emailed ab29@txstate.edu or faxed to (512) 245-0588.

STATE: _____

The state noted above does not participate in the Binational Migrant Education Initiative and has no information to submit.

I. Directory Information

To update the directory of Binational Migrant Education Initiative coordinators, please provide the current contact information for the person responsible for Binational activities in your state:

Name: _____

Position: _____

Address: _____

City: _____ State: _____ Zip: _____

Email: _____ Phone: _____ Fax: _____

If a person other than the person listed above completes this survey, below please include the name, position and email for that person:

Position: Migrant state program director/administrator Other: _____

Name: _____ Email: _____

*The **Apostille** is the seal or other certification to legalize a document. In most U.S. states, this requires that the document is first notarized. Then the document is sent to the agency that gave the notary their seal; the agency confirms the authority of the notary and further certifies the document.*

*A **Binational student** is an eligible migrant student who makes a qualifying move between Mexico and the U.S. with his/her parents or as an emancipated youth at least once in the last 36 months. Please note this definition is not the same as the definition of a migrant child according to Mexican standards.*

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.

Services are a subset of all allowable activities that the MEP can provide through its programs and projects.

“Services” are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA’s comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are NOT considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

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. Currently, the Transfer Document is used for grades 1 through 9 in the United States and through secundaria in Mexico.

II. Definitions/Notes

III. State Agreements

1. Does your state have an agreement (e.g. memorandum of agreement, memorandum of understanding, etc.) with Mexico or any Mexican state regarding activities of the BMEI?

Yes No

If you answered “no” to this question, skip to Section V. If you answered, “yes,” please address the following question.

- a. Briefly summarize the parties and contents for the agreement(s): _____

IV. Binational Migrant Student Demographics

Please assist us in determining the number of Binational migrant students participating in your state Migrant Education Program (MEP). (For questions requiring a written response, please write as long a response as you would like—the space will expand as you write)

1. Indicate the number of **Binational migrant students** from your 12-month count that were **identified** and the number **served** in your state. After each one check whether the number is an estimate or actual count.
 - _____ a. Number of **identified** Estimated Actual
 - _____ b. Number of **served** during the **summer** Estimated Actual
 - _____ c. Number of **served** during the **regular school year** Estimated Actual
 - _____ d. Number designated as having “**Priority for Service**” Estimated Actual
 - _____ e. Number designated as “**Out-of-School Youth**” Estimated Actual

2. Please briefly describe the procedures you use to determine the count of Binational migrant students in your state: _____

3. Based on the results of your Comprehensive Needs Assessment process, if you have found that your Binational migrant students have unique needs, what are the unique needs of Binational students that are above and beyond the needs of migrant students that do not make eligible moves between the United States and Mexico? _____

4. If you choose to address these needs in your Service Delivery Plan, what are the specific services you provide to address the unique needs of Binational migrant students? Check the aspects of the Binational Migrant Education Initiative (BMEI) that your state participates in, and include any additional services you provide.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	a. Free Textbook Distribution Program If your state does not participate in this activity, please explain why: _____
<input type="checkbox"/>	<input type="checkbox"/>	b. Distribution/Use of the Transfer Document If your state does not participate in this activity, please explain why: _____
<input type="checkbox"/>	<input type="checkbox"/>	c. Teacher Exchange Program—Teachers COMING FROM Mexico If your state does not participate in this activity, please explain why: _____
<input type="checkbox"/>	<input type="checkbox"/>	d. Teacher Exchange Program—U.S. Teachers/administrators GOING TO Mexico If your state does not participate in this activity, please explain why: _____

- e. Other activities? (Please explain) _____

Depending on your answers to the items above, please complete only the following corresponding sections of this survey (i.e. if your program does not participate in the Free Textbook Distribution you would not need to complete that section).

V. Free Textbook Distribution

1. Please rate the extent to which state or local migrant staff used the free textbooks: Not at All (0%); Very Little (1-25%); Somewhat (26-50%); A Lot (51% and above); Do Not know.
- a. teachers/instructors used the books with students. [Select Rating Here](#)
 - b. teachers/instructors used the books for adult literacy. [Select Rating Here](#)
 - c. parents used the books to help their children learn. [Select Rating Here](#)
 - d. training and/or professional development was provided to educators on how to use the books. [Select Rating Here](#)

If staff from your state participated in professional development on the use of the Free Textbooks, please provide responses for i, ii, and iii.

- i. How many staff in your state participated in professional development on the use of the Free Textbooks in the last year? _____
 - ii. On average, how many hours did each staff member participate in professional development on the use of the Free Textbooks in the last year? _____
 - iii. Describe the type of professional development activities that occurred. _____
- e. books were given to migrant parents to read with their children [Select Rating Here](#)
 - f. books were given to migrant students [Select Rating Here](#)
 - g. books were used as supplementary curriculum materials [Select Rating Here](#)
 - h. books were donated to school library [Select Rating Here](#)
3. _____ Number of boxes of Free Textbooks received for distribution (**The boxes hold 50 books**)
4. _____ Costs your state incurred for shipping the materials to each site during 2009-2010.

5. _____ If your state did not incur costs, which agency did?
 (Mark one): LEAs Consulate Other: _____
6. Are there other textbooks from Mexico that you have found useful in serving Binational migrant students other than books from the Free Textbook Distribution Program?
- Yes No If yes, please list them: _____

VI. Transfer Document

1. Between the fall of 2009 and the summer of 2010, to what extent did schools/districts in your state complete the Transfer Document? (Not at All (0%); Very Little (1-25%); Somewhat (26-50%); A Lot (51% and above)) Select Rating Here
2. Approximately how many transfer documents were received in your state? _____
3. Approximately how many transfer documents were sent from your state? _____
4. How is the 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 Local Mexican Consulate Other? (Please describe) _____
6. Have you completed any training with MEP staff about the Transfer Document and its use? Yes No

VII. Apostille

1. Between the fall of 2009 and the summer of 2010, approximately how many Apostilles did your state or local migrant staff obtain for Binational migrant students? _____
2. If you assisted Binational migrant students in obtaining an Apostille, what was the cost incurred per Apostille? _____
3. In processing the Apostille, what barriers did you encounter, if any? _____
4. Have you completed training with MEP staff about the Apostille and its use? Yes No

IX. Teacher Exchange Program - *Teachers coming from Mexico*

1. List the districts in your state that hosted educators from Mexico in 2009-2010. Report all exchange participants whether or not the exchange was facilitated through the Mexican Secretary of Foreign Relations (*SRE*). Use a separate sheet if needed.

School or District in your State that hosted Mexican Teachers	# of Educators Hosted	Teachers=T Administrators= A or Both=B	U.S. site (city/state) of exchange.	Services provided (i.e. taught students, conducted training, worked w/parents)

2. How many migrant students did the teachers actually serve in:

Math _____ Spanish Language _____ Arts _____ History of Mexico _____

Other academic subjects _____ Cultural dances & music _____

3. Through what type of status, were exchange teachers granted entrance into the United States? (*check all that apply*):

J-1 Visa (Cultural Exchange) H-1 (Work Visa) Legal Resident or U.S. Citizenship

a. If you used visas, through what organization did you acquire visas? _____

b. What was the average cost per visa? _____

4. Did you go through the Mexican Secretary of Foreign Relations (*SRE*) program to exchange teachers?

Yes No

5. Based on your experience and observations, please rate the following items either: Poor, Fair, Good, Excellent or Do Not Know.

a. quality of training provided in Mexico about teacher role/responsibilities in U.S. schools: Select Rating Here

b. opportunities for cultural/educational exchange: Select Rating Here

c. services provided by the exchange teachers from Mexico: Select Rating Here

d. usefulness of the information received about the Teacher Exchange Program to help you request teachers: Select Rating Here

e. extent to which the skills of the exchange teachers matched the needs of BMEI project sites: Select Rating Here

Check the box(es) indicating the most useful aspects of the Teacher Exchange Program:

increased students' achievement in math by (indicate percentage of increase): _____

increased students' achievement in reading (indicate percentage of increase): _____

increased students' achievement in writing (indicate percentage of increase): _____

increased students' achievement in history (indicate percentage of increase): _____

increased students' self esteem

increased students' language/cultural identity

increased staff knowledge about Mexico's school system

increased students' motivation toward school

increased parents' involvement

other: _____

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

1. List the districts in your state that sent educators to Mexico in 2009-2010. Report all exchange participants whether or not the exchange was facilitated through the Mexican Secretary of Foreign Relations (SRE). Use a separate sheet if needed.

School or District in your State that sent Staff to Mexico	# of Educators Sent	Teacher=T Administrator=A or Both=B	Mexican site (city/state) of exchange.	Services provided (i.e. taught students, conducted training, worked w/parents)

2. Based on your discussions with educators and/or your knowledge about the exchange program for educators going to Mexico, please rate the following items either: Poor, Fair, Good, Excellent or Do Not Know.
 - a. orientation provided in the U.S. preparing educators: [Select Rating Here](#)
 - b. orientation/information provided while in Mexico: [Select Rating Here](#)
 - c. opportunities for cultural/educational exchange: [Select Rating Here](#)
 - d. overall quality of the exchange for educators going to Mexico: [Select Rating Here](#)

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

XI. General Questions and Final Comments

1. Please describe any ideas you have to improve the quality of, and participation in, the Binational Migrant Education Initiative (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 Initiative.

3. Other comments and suggestions, including suggestions to revise this survey.
