



**A Call For Action:
Migrant Students
And
The High School Redesign Movement**

A Policy Brief of the Interstate Migrant Education Council (IMEC)

January 2008

**Prepared for IMEC by
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A Call For Action: Migrant Students And The High School Redesign Movement

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Any part of the report may be reproduced providing proper acknowledgement is given to the Interstate Migrant Education Council (IMEC) and Kathy Freudenberg.

The Interstate Migrant Education Council (IMEC) is an independent organization whose members are appointed by their state's chief school officer. IMEC volunteers are prominent individuals who contribute time and expertise to enhance educational opportunities for migrant students. The members examine policy issues concerning the challenges faced by migrant students and they develop recommendations for all levels of government. IMEC members include state board of education members, state legislators, state education agency personnel, local and school district representatives, state directors of migrant education and a migrant parent.

IMEC's mission is:
*To advocate policies that ensure the highest
quality education and other needed services
for the nation's migrant children.*

SPECIAL ACKNOWLEDGMENT

TO:

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INTRODUCTION

The Interstate Migrant Education Council (IMEC) mission is to advocate policies that ensure the highest quality education and other needed services for the nation's migrant students. In fulfilling our mission we are concerned that the efforts to redesign America's high schools will exacerbate the unique challenges facing migrant students.

The process IMEC followed in preparing this call for action was as follows:

- General circumstances of secondary migrant students were identified.
- National organizations pursuing change in high schools--ACHIEVE, National High School Alliance, National Association of Secondary School Principals (NASSP) and The Alliance for Excellent Education--were invited to present their findings and proposed activities to IMEC.
- Testimony was heard from current and former migrant students, as well as parents and counselors.
- Testimony was heard from State and local migrant education program representatives whose focus is on secondary students.
- IMEC member states were surveyed regarding credit accrual and acceptance practices in their states.
- A review of current literature on the subject of high school redesign was conducted.
- Experts in the field were brought together as panelists during the fall 2007 IMEC meeting to present their most current, relevant perspectives on migrant high school students and the impact of high school redesign.

Through this process we have sought information about the needs of secondary migrant students from migrant students themselves, migrant education programs, education personnel with particular expertise on secondary issues, and national organizations advocating change in high schools. From this and other information presented, together with a review of current research on successful high school redesign efforts, IMEC staff and representatives developed and approved this call for action. It includes three sections:

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"All young people—regardless of income or background—deserve access to a high-quality education that will help them reach their full potential. As a nation, we have a responsibility to ensure that they are prepared with the skills and knowledge necessary to lead successful and rewarding lives. Our economic and civic future depends on it."

From a November 2006 Fact Sheet posted on the website of The Bill & Melinda Gates Foundation

BARRIERS AND CHALLENGES FOR SECONDARY MIGRANT STUDENTS

In today's world, children face many barriers to academic learning. This is especially true for children from migrant families.

Like other low - income children, they often come to school hungry or tired. Their parents are frequently struggling with social, emotional and/or economic issues. Additionally, due to their migratory lifestyle, they may walk school halls feeling disconnected, disengaged and anonymous, having attended several schools in the course of a year.

More than ever before, these children may be held back from learning to their fullest potential because of non-academic issues. It is time for educators – as well as families and the community – to find ways to help each child deal with his or her barriers to learning. Children who come to school weighed down by economic, social and emotional issues will have difficulty focusing on learning. Without the necessary supports needed to address the challenges they face, many will struggle to succeed.

As we enter into the discussion of high school redesign and its impact on migrant students, we must acknowledge that many of these students will have to overcome an achievement gap that began developing long before their high school years. As we know too well, students' inability to overcome such a gap will result in increased academic failure, and ultimately, dropping out of school.

Thus, as we discuss the modern-day “three Rs”—relevance, rigor and relationships—as the best means to provide children with an education that will make them successful students and lifelong learners, we cannot forget that the child's total environment must be considered. The Migrant Education Program, with its national scope, purpose and four decades of history, is well positioned to be an advocate for the inclusion of the social emotional well-being of the child not only in high school redesign but also in general educational reform.

"As a nation, we are failing to ensure that all students have the opportunity for a high-quality education. Every day, nearly 3,000 of America's students drop out of high school. The economic, civic, and personal consequences are enormous. Over the course of their lives, dropouts from a single year's graduating class cost the nation more than \$325 billion in lost wages, taxes, and productivity.

More than half of the students who do complete high school are not prepared for the challenges of college and work. Graduating from college pays lifelong dividends; college graduates make over \$1 million more during their lifetimes than high school dropouts. Studies indicate that while more than 80 percent of students want to go to college, fewer than half do. It is clear that we simply cannot afford to let any student not have access to the education that enables them to fulfill their dreams."

Ibid., Bill & Melinda Gates Foundation

BARRIERS

Social/Emotional Barriers

- The basic lifestyle of migrant families is the primary challenge migrant students face in having a successful high school career and receiving a diploma:
 - The prime consideration for migrant families is to earn an adequate income. As one migrant student said at a recent IMEC meeting, “We moved to wherever my dad could find a job.”
 - Moving, working, taking care of siblings is the essence of a migrant youth’s existence that often results in many days of absence from school, missed tests and improper grade level placement.
 - Because of numerous absences related to frequent mobility and family responsibilities, many migrant students are overage for grade level, which is a significant dropout indicator.
 - Because the lives and livelihoods of their families are dependent on numerous external factors, such as weather conditions, crop failures and the decisions of crew chiefs, many students lack an awareness of their individual ability to exercise some control over the circumstances impacting their life space.
- Constant change of schools is frightening to high school students. Considering the peer acceptance needs of adolescents, this social reality often has disastrous effects on the academic achievement of the students.
 - When students commented on their experiences, they consistently said the first three weeks were the most difficult.
 - They said, “*Who are my friends?*”
 - Even if they had been in the school the previous year they wondered if their old friends were still friends.
 - Migrant students generally cannot afford “stylish” clothing, shoes, backpacks and other supplies, resulting in feelings of inadequacy or self-consciousness at school.
- Many migrant educators cite gangs as a problem that pulls students from rigorous academic work.
 - If students do not feel accepted in the mainstream of a school or have developed low self-esteem due to academic failure and alienation, gangs may fulfill an important emotional need for acceptance.

“Making a lot of friends was very helpful to me.”

***Phuong Phan
Penn State Graduate and Former Migrant Student,
in a September 2007 presentation to IMEC***

Academic Barriers

Lifestyle circumstances, language issues, and social alienation can all lead to migrant students falling behind in elementary school. Many students never make the transition from elementary or middle school to high school. They drop out.

- Parents usually have low educational levels. Furthermore:
 - If they were not raised in the United States, they may have different cultural attitudes toward schools and persons of authority.
 - Cultural attitudes often affect girls in a negative way academically when parents do not feel females need a high school education, let alone a college education.
 - As students move on to high school, it is even more difficult for parents to cope with schools and give their children the guidance and support they need.

- Credit Accrual
 - If migrant students advance to high school they have the critical additional problem of credit accrual and acceptance. Migrant educators say this is the major problem for migrant secondary students in obtaining a diploma. It is a particularly daunting problem for binational students from Mexico and other countries because records and credits from abroad are difficult to obtain and credits often do not transfer into U.S. schools.

The issues of credit accrual have multiple facets. In states where local control dominates, local education agencies (LEAs) do not have the same graduation requirements. Different states have different graduation requirements. Sometimes there are unique courses such as a state history course. Some states require exit exams for graduation. Some states do not allow credit for a course if a student has excessive absences, which is a lifestyle fact for migrant students.

- Partial credit is an even greater problem than credit acceptance for completed courses. LEAs usually have no system for accruing partial credit; therefore, school work done well, but not completed, is often lost in the credit accrual process for migrant students.
- Migrant educators have tried to solve some credit accrual problems by developing the Portable Assisted Study Sequence (PASS) courses, but sometimes LEAs or states will not accept PASS courses for credit.

CHALLENGES

Limited Resources

- Two aspects of the migrant education program limit resources for secondary migrant students.
 - Traditionally migrant education programs have focused their resources on elementary students, for a variety of reasons:
 - There are more elementary students;
 - It is often easier to provide supplemental support in an elementary class than in a more specific high school course;
 - Many migrant educators have an elementary background or bias;
 - The major focus of Title I Part A is on elementary schools;
 - Resources for supplemental services from Title I Part A or Part C are limited at the secondary level.
 - By the age some migrant students reach high school their parents may have settled out into non-migratory employment and their eligibility for migrant education services has ended three years after their last qualifying move.

Other Factors

- Although federal law permits formerly migratory high school students whose eligibility has ended to be served by migrant education programs, states do not receive federal funds for serving these post-eligible students. Therefore, students who are close to graduation may lose the extra support they have received.
- Schools are organized for resident students and they are frequently reluctant or unable to meet the unique needs of migrant students. Administrators and teachers often do not understand the culture accompanying the migratory lifestyle and do not have high expectations for the students.
- The lifestyle challenges are compounded by the high rate of migrant students who are English Language Learners (ELL). Many smaller and rural schools do not have the resources to work with ELL students, especially at the secondary level.

RECOMMENDATIONS FOR IMPROVING HIGH SCHOOL SUCCESS AMONG MIGRANT STUDENTS

Many laudable efforts and approaches are currently being implemented by migrant educators, and the third section of this report, beginning on p. 22, describes several notable projects around the nation. Nonetheless, it is important to note that the Migrant Education Program is strictly a supplemental program, and in and of itself cannot fully address the formidable challenges faced by migrant secondary students. The systemic changes that are beginning to occur nationally must embrace the needs of **all** students, including those like migrant students whose needs pose some of the greatest challenges to educators.

"The strategies targeted toward struggling and at-risk students must also be part of a larger comprehensive plan with the objective of ensuring that all students are ready for post-secondary education, careers, and active civic participation."

*Robin Chait, et al
"Academic Interventions to Help Students Meet
Rigorous Standards - State Policy Options"
April 2007
A report for The National High School Alliance*

Therefore, the Interstate Migrant Education Council is putting forth recommendations for the consideration of policy makers and educators so that the unique needs of migrant students are not overlooked as the high school redesign movement goes forward. The recommendations are based on testimony presented to IMEC by current and former migrant students, parents, counselors, state and local migrant education program directors, and various experts in the field. Many are supported in current research on best practices for secondary reform. The recommendations have been approved by the full membership of IMEC. They are listed below in six categories: A) Mentoring, Monitoring and Support; B) Alternative Approaches; C) Credit Accrual; D) Binational Students; E) Post-Secondary Access; and F) General Recommendations.

A. MENTORING, MONITORING AND SUPPORT

A1. Migrant students need strong and supportive relationships with the school community.

Positive, supportive relationships between students and educators are consistently cited in current research as critical to success in high school, with students receiving personalized attention and where the environment is mutually respectful and safe. Anonymity is not an option, and students must feel that they have access to a caring, responsible adult at all times.

These factors are of great importance for migrant students, whose mobility places enormous obstacles in the path to high school graduation. Therefore, IMEC offers five recommendations within the category of strong and supportive relationships:

(a) A student must feel welcome when he/she enrolls in a new school.

Migrant students, in testimony to IMEC, cited social anxiety as one of the greatest obstacles when entering a new school. *Will I be accepted? Will I have friends?* These are overwhelming issues for the students.

Professional personnel should be aware of new students and school policy should ensure that each new student have an adult friend. Schools could also develop peer-friend programs.

"When teachers and students are able to build relationships, both are motivated to make the high school environment successful."

Sunny Kristin

***"Effective High School Reform:
Research and Policy that Works"
July 2005***

A report for the National Conference of State Legislatures

(b) An individualized approach is essential.

The key to having every child succeed is to develop an individual approach to each child. In order to accomplish this, we recommend the following:

Students' academic progress must be monitored at all levels to promote early identification of students who are having academic difficulty and to determine unmet needs;

A student success plan (SSP) for these students should be developed and updated cooperatively with parents during periodic reviews;

Each student should be monitored continually by an adult who also conducts periodic reviews with the student and parents.

"A new body of research is finding that learning works best when it is personalized."

Ibid., Sunny Kristin

(c) Mentoring and monitoring are critical.

For those students who are academically challenged, there should be periodic review of academic performance, credit accrual, attendance and behavior. These students should know there is always a person available with whom they can talk and who will be helping them achieve the goals of the SSP.

"Small learning communities and faculty advisory systems can increase students' feelings of connectedness to their teachers."

*Janet Quint
"Meeting Five Critical Challenges of High School Reform"
May 2006
A report for MDRC*

(d) Parent involvement is important.

Virtually every migrant student who has been academically successful will cite parental support and encouragement as a key reason for his or her success.

Section 1118 of the Elementary and Secondary Education Act (ESEA), which describes parent involvement requirements for states and local school districts, should apply to migrant parents in the same manner as it applies to parents of students served under Title I, Part A. Therefore, in Title I, Part C, Section 1304, which refers to the requirements of Section 1118 as they apply to migrant parents, we recommend deleting the phrase "unless extraordinary circumstances make such provisions impractical..."

Visit the Interstate Migrant Education Council's website, www.migedimec.org, to view and download the full text of a report entitled Migrant Parent and Family Involvement: Research Related Strategies to Implement No Child Left Behind."

(e) Cultural awareness is necessary in migrant education programs.

The migrant education program should provide a means for LEA administrators, counselors, and teachers and support staff to understand the challenges of a migrant lifestyle;

Within the migrant education program it is beneficial to appreciate the diversity of individuals from different cultural backgrounds. A model for this type of effort is the New York State Diversity Program.

"I think our first sensitivity and some of the real work that we do needs to be about understanding, both domestically and worldwide, multiple cultures, and to learn to appreciate, plan together, and work together as many cultures. Out of many, we are one."

*Dr. Gerald Zahorchak
Secretary of Education
Commonwealth of Pennsylvania
in a September 2007 presentation to IMEC*

A2. Preparation for the rigors of high school and for post-secondary opportunities must begin early.

To improve high school academic performance there must be preparation, support and intervention for challenged students starting as early as fifth grade.

The migrant education program must continue to provide preventive and remedial instructional and support services at the earliest grade levels.

"The transition from middle school and junior high to the high school represents a significant event in the lives of adolescents, one that necessitates support from and collaboration among teachers, parents, counselors, and administrators at both educational levels."

*From the website of the National High School Center
<http://www.betterhighschools.org/topics/>
accessed July 31, 2007*

A3. A college readiness curriculum should automatically be the curriculum for all migrant students.

A college track of courses and curriculum should be the norm for migrant students unless parents approve another academic program. In other words, a student, by default, will take a college curriculum unless the parents say otherwise.

A few states have instituted this policy already, and the number of states requiring it will likely increase. We support this policy for all states.

In states that do not have such a policy, the migrant education program should make it a priority for each migrant student to have a college track of courses in his or her individual academic plan, and to involve parents in any change of the plan.

"All students must learn the advanced skills that are the key to success in college and in the 21st-century workplace. Every student should take demanding classes in the core subjects of English, history, science, and math; and no student should ever get a watered-down course of study."

*"Is Your Local High School Making the Grade?
10 Elements of A Successful High School"
A 2006 brochure published by
The Alliance for Excellent Education*

- A4. State migrant education programs should consider replicating the California "Mini-Corps" model, and IMEC recommends seeking federal funding to promote the mini-corps concept to state MEPs.

There is documented success of the California Mini-Corps which utilizes former migrant students, who are college students, to be mentors and tutors for migrant students.

States with a small number of migrant students should develop similar programs with interested colleges and universities to recruit college students who do not have a migrant background.

All College Assistance Migrant Programs (CAMP) should consider having their students participate in such programs.

"The mentoring and the role models are just crucial. They are making the difference."

*Maria Avila, Director
California Mini-Corps Program
in a September 2007 presentation to IMEC*

- A5. The Striving Readers Program should be expanded as part of Elementary and Secondary Education Act (ESEA) reauthorization.

Professional educators who work with high school migrant students provided testimony to IMEC that English literacy problems are a major barrier for these students.

Most literacy funding is focused on the early years, but Congress recently funded the Striving Readers program for secondary students. The program is funded only at the modest level of \$25 million.

We support a significant increase in funding for Striving Readers.

"Striving Readers is essential to boosting student achievement in reading and improving the NAEP [National Assessment of Educational Progress] trend."

*Tom Kiley, spokesman for
Honorable George Miller, D-California
Chairman, House Education and Labor Committee,
as reported by Kris Kitto in
"Results reveal weak spot: 8th-grade reading,"
Education Daily, October 2, 2007*

B. ALTERNATIVE APPROACHES

B1. Migrant students need flexible schedules.

Schools are organized around the needs of their regular resident students, and are often unprepared or reluctant to implement flexible strategies that meet the unique needs of more mobile students. State and local Migrant Education Programs (MEPs) should work with LEAs to facilitate greater flexibility by developing awareness of those unique needs and promoting acceptance of migrant students as an important part of the school community.

Secondary migrant students, especially those who need credit recovery to graduate, those taking extra credit courses or those in the fifth year or beyond of high school, need to have classes offered at nights, weekends, summers and at other non-traditional times and venues.

"Extended learning time programs provide additional instructional time and support services to at-risk students to help them meet grade-level standards and to improve their personal, social and academic development...The programs are structured in a variety of ways and can be offered during the school day or outside of the school day."

Op. cit., Robin Chait, et al

B2. Migrant students need access to strong summer programs.

Summer programs are essential for migrant secondary students because many students need to recover credit or upgrade their literacy skills. The summer curriculum should be aligned with SEA and LEA standards. Where possible, a work-study component is recommended, to enable students to earn money while also benefiting from a structured academic program. This is especially important when a student might otherwise be unable to attend school because of the need to supplement the family income.

It is essential that the importance of summer school participation and regular attendance be communicated clearly to parents.

Arkansas' Moving Up Arkansas is a model. It is a 21-day program that has intense academic components for credit retrieval as well as a leadership component. Michigan and New York have started similar programs.

"Summer programs in particular have been found to be effective in helping at-risk students catch up academically."

Op. cit., Robin Chait, et al

B3. More Pre-HEP programs could be offered to help students with limited skills.

For some migrant youth, particularly those who must work and are unable to attend secondary school, the High School Equivalency Program (HEP) is a viable option leading to a GED. However, in order to be accepted in a High School Equivalency (HEP) program, students must have a certain level of academic achievement. Many youth do not have this skill level.

New York State is developing pre-HEP programs with migrant education funds. This program could be replicated by all states. State MEPs could seek to partner with community colleges, universities and adult education programs to expand funding options.

In a recently published report, WestEd noted that one of the five factors for high school success is drawing out-of-school youth back into the classroom. "A student's decision to leave high school is costly both for the individual student and for society. Many youths who drop out of school come to regret their decision but can't find a pathway back to education."

***Calisi, Grace Corbett and Tracy A. Huebner
"Rethinking High School: Preparing Students for Success
In College, Career, and Life"
2007
From the WestEd website, accessed 12/17/07***

B4. School districts should allow a flexible time frame within which students can meet graduation requirements, with the expectation that some students may need more than four years to do so.

A time period longer than four years from entry into ninth grade is reasonable for migrant students to obtain a high school diploma. This is especially true of ELL students and students who are trying to recover credit.

Some states have recently instituted a policy of allowing more than four years for all students to graduate. We recommend that all states follow this example.

We recommend, in the reauthorization of ESEA, that on-time graduation for migrant students be up to five years after entering the ninth grade.

"Less than 75 percent of all eighth graders graduate from high school in five years, and in urban schools these rates dip below 50 percent."

***From the website of the
Alliance for Excellent Education,
"Frequently Asked Questions: What are the challenges
facing at-risk, low-performing secondary school students?"
Accessed May 2005***

B5. Migrant high school students whose eligibility has expired need continued support to pursue graduation and/or post-secondary opportunities.

The current law, which permits students in high school whose eligibility has ended to receive services, should be continued. Many states have reported that it would be helpful for them, in order to continue to provide services for these students who are close to graduation, to have the law changed in Title I, Part C of ESEA, so that these students generate funding until they receive a high school diploma.

In the absence of such funding, however, MEPs should work with local high schools to make them cognizant of the needs of this group of migrant students and encourage them to provide the necessary supports that will lead to graduation.

"Every high school should have a system in place to identify kids as soon as they start to struggle in reading, math, or any core subject. And every school should allocate time and resources to provide the immediate help that those kids need to stay on course."

***"Is Your Local High School Making the Grade?
10 Elements of A Successful High School"
A 2006 brochure published by
The Alliance for Excellent Education***

B6. State MEPs should seek alternative methods, such as Portable Assisted Study Sequence (PASS) courses, by which migrant students can complete coursework or recover credits.

There has been an effort by states to enable migrant students to use alternative means for completing courses and accruing high school credits, an issue of critical importance in light of migrant student mobility. One example of an alternative approach is PASS. PASS courses are currently used by several state migrant education programs, as well as other non-traditional populations such as students in the criminal justice system.

Congress should recognize the merits of such programs, and consider supporting various methods that could enable migrant students to complete core college-track courses.

"In the last three years, over 31,000 PASS courses have been used by migrant students across the country. That's a lot of credit for migrant students as far as getting their high school diploma."

*Robert Lynch, Director
National PASS Center
Geneseo, NY
in a September 2007 presentation to IMEC*

B7. IMEC supports and recommends increased funding for the High School Equivalency Program (HEP).

There are a minimum of 100,000 migrant out-of-school youth. The most feasible means for engaging these youth academically is through a GED program.

The HEP program is focused on the unique needs of migrant students and has a track record of success in helping them to obtain a GED.

Currently there are 56 programs funded in 23 states. Total appropriation is \$18,737,000.

The appropriation for the HEP program should be increased significantly. This program is authorized and funded under the Higher Education Act.

Further, all students with a qualifying MEP Certificate of Eligibility should be automatically eligible for the HEP program.

"A good GED program needs to do small group work, to have students making presentations, wrestling with issues, taking the academic curriculum that's presented in a GED and finding ways to link it to the students' personal lives, to global issues, family, social, and community issues."

*Grogan Ullah, HEP Director
Center for Human Services
Gettysburg, Pennsylvania
in a September 2007 presentation to IMEC*

C. CREDIT ACCRUAL

- C1. State education agencies (SEAs) should develop policies that foster expansion of credit acceptance at the local education agency (LEA) level.**

There are obstacles for migrant students in accruing credit earned from schools in different states and countries, and even from schools in the same state where course requirements for graduation and the content of courses with similar titles is different among LEAs. Accruing partial credit for courses not completed before a student moves is an even greater obstacle.

The situation usually leaves the students at the mercy of a decision by an LEA guidance counselor with practically no recourse for appeal.

In the long run, the movement for a more rigorous high school curriculum will tend to make courses and graduation requirements more uniform, which will make accrual easier, but LEAs will always have questions about accepting another LEA's courses, especially from a different state or country.

To help solve this problem, SEAs should consider establishing procedures by which students could apply for course acceptance. The SEA could develop a model for 1) reviewing courses students have taken, 2) comparing them to their state standards, and 3) making decisions on granting credit. They could require, or at least encourage, LEAs to use the model as a standard practice. The use of one standard sanctioned by the SEA to grant credit could result in more consistent and uniform decisions on credit acceptance

The United States Department of Education should attempt to collect and report mobility rates for all populations, not just migrants, and study the impact of mobility on student achievement. It is possible that IMEC's recommendation regarding credit accrual could benefit other mobile student populations as well.

An informal survey conducted by IMEC in August 2007 found that 75% of member states responding did not have any SEA policies to facilitate the acceptance of credit by LEAs.

C2. An information transfer system is critical for migrant secondary students.

The migrant education program has been without a formal system for LEAs and state migrant education programs to communicate with each other since the Migrant Student Record Transfer System (MSRTS) ceased operations in 1995. Since that time, most states have developed electronic systems for their own data on migrant students, but there are very few transfers of information on an interstate basis.

NCLB requires the Office of Migrant Education (OME) to link existing state systems so that information on migrant students may be transferred electronically, but the fact is that for 11 years there has been no means other than inquiries through telephone, fax, email or regular postal service to transfer data.

In late 2007, the new Migrant Student Information Exchange (MSIX) was scheduled to begin its national rollout. The MSIX is a web-based portal that will link existing migrant student record databases nationally to facilitate the exchange of educational and health information. It includes certain data elements necessary to encourage and facilitate secondary credit accrual.

For secondary migrant students an information transfer system is absolutely essential for immediate and correct placement, credit accrual of completed courses and accrual of partial credits. The system must be sufficiently advanced to capture all the necessary data for credit accrual and its full utilization with regard to data entry must be rigorously monitored by state migrant education programs and OME at the U.S. Department of Education. Appropriate, accurate and timely data entry will help to increase the system's usefulness as a credit accrual tool.

Additional resources should be directed towards school districts and local migrant education programs to assist with the burden of collecting, recording and transferring student data in a timely manner.

Efforts to complete implementation should be expedited in order to increase migrant high school completions. If the system is not fully operational by the time NCLB is reauthorized, Congress should include a deadline by which completion is required.

"Building strong data systems and providing professional development and technical support that allow teachers to effectively use data at the classroom level have been a challenge."

***From the Proceedings of the April 2007 Meeting
of the Council of Chief State School Officers***

D. BINATIONAL STUDENTS

- D1. The U.S. Department of Education should seek language in the next revision of the Binational Agreement with Mexico that promotes international credit exchange and acceptance.**

The Binational Agreement between the United States and Mexico should be reviewed and vigorously implemented. There is concern that the states in the United States are not aggressively pursuing implementation. The binational effort should be further developed and expanded to include other countries as well as Mexico, and it should be supported through Federal and SEA policy.

Efforts should be made to help binational students transfer high school credits between schools in the United States and schools in Mexico or other countries.

States and local school districts in the USA should fully utilize the Mexican government's program for educational support for Mexicans living in the United States.

Both the United States and Mexican governments should increase funding for teacher exchange, student exchanges, and research in math, science and foreign language instruction.

The U. S. Department of Education should take the lead in these efforts.

"We need to begin to work on a reciprocity agreement for course transfer. They exist with other countries for higher education, but we don't have that type of an agreement for elementary and secondary education. I think that is probably the biggest hurdle we have to cross."

*Ralph Romero
Deputy Associate Superintendent
Arizona Department of Education
in a September 2007 presentation to IMEC*

E. POST-SECONDARY ACCESS

- E1. Funding for the College Assistance Migrant Program (CAMP) should be increased, allowing for additional sites and expansion to unserved areas.**

CAMP provides financial, academic and social support for freshman college students on the campuses where the grants are located.

Although CAMP is not a high school program, it serves as an incentive for migrant secondary students to obtain a high school diploma. It is also a demonstration of the high expectations that are held for migrant students.

Former CAMP participants can be models for younger migrant students and serve as mentors for them.

Currently there are 45 CAMPs in 17 states. The total appropriation is \$15,532,000.

The appropriations for CAMP should be increased significantly. Ideally, there would be at least one CAMP program in every state with a significant migrant high school population.

Growing up as the son of Mexican migrant farm workers, Arnold Hernandez, 26, moved every year between South Texas and Idaho. Some of his high school teachers told him not to bother with college and that his grades didn't demonstrate ability. But his life changed when a recruiter from St. Edward's University in Texas came to his high school and encouraged him to apply for a College Assistance Migrant Program (CAMP) scholarship. In 2004 Arnold graduated from St. Edward's and became a television journalist in Austin, Texas!

*From a story entitled
"Bus tour informs minority parents, students of scholarships"
Frank Wolfe, author
Education Daily, October 29, 2007*

F. ADDITIONAL RECOMMENDATIONS

F1. The United States Office of Migrant Education (OME) should continue to focus on high school completions.

For several years OME has stated that its primary goal is to increase high school completion rates for migrant students. Now that there is national attention on high schools, we recommend that OME seek more resources to support states in providing the best possible services for migrant secondary students.

We recommend the following actions to OME:

1. Gather from states the successful programs and strategies that are now being used;
2. Categorize these programs and strategies and post them on the OME website;
3. Work with state programs to expand services for secondary students.
4. Designate staff to encourage and support state efforts to increase high school completions.
5. Take responsibility for advocating for and implementing the recommendations of this report.

- F2. The law should state that the goal of migrant education is to provide a continuum of supplemental instruction and support services from preschool through secondary levels that culminates in high school completion.**

Included in ESEA, Title 1, Part C, Education of Migratory Children, Program Purposes, should be a purpose that states that high school completion is the prime goal for all migrant students, and that the goal is supported through a continuum of supplemental services beginning at the preschool level.

- F3. The ESEA reauthorization should require that high school completion rates be disaggregated by the same categories as those used for assessment.**

The difficulty in determining completion rates is to determine the definition of a dropout or a transfer. This likely will not be done until states complete their project of developing a common methodology for completion rates.

Once a methodology is developed, high school completion rates should be disaggregated by the same categories as those used for assessment.

CURRENT NOTABLE PROGRAMS FOR MIGRANT SECONDARY STUDENTS

IMEC invited its member states to testify about successful programs they had developed for migrant secondary students. Seven states gave testimony: Arizona, Arkansas, California, Colorado, New York, Pennsylvania, and Utah. The presentations from Arizona and Utah were primarily about one school district in their states: Douglas, Arizona and Alpine, Utah.

The interventions presented are only a partial picture of all states' migrant education programs, but it can be assumed that it is unlikely that all states have programs of the quality and diversity of these six states. The programs presented give examples of the types of programs that could be developed by any state migrant education program, or any LEA.

Transition Programs – 8th Grades

- New York and Arizona have transitions for eighth graders entering high school. New York's program is primarily an orientation program with a "what to expect" explanation and a description of the courses students will be taking.
- Arizona's program at Douglas brings the students to a college campus at Cochise College.

School Advocates

- Providing advocates for migrant students is a personalized, individual approach to support and guide students.
- In Douglas, a former school guidance counselor is the advocate. He knows every migrant student. He checks grades, attendance, and behavior, and maintains contact with parents. He also works on PASS courses to recover credits. Students are also brought into the advocacy process by matching migrant students who are seniors with freshmen. The mentoring relationships are structured with specific meeting dates and agendas.
- In Colorado, each high school has a migrant advocate who performs duties similar to a guidance counselor, such as appropriate placement, checking on credits and helping transfer credits, monitoring attendance and grades, providing college information and providing links with the community.
- In Alpine, once a migrant student reaches ninth grade, he/she receives services until graduation even if his/her eligibility has ended. Each student is assessed in regard to credits and has an individual education plan prepared. Every effort is made to recapture credit and to have extra classes during the regular school year to make up credit. The goal at Alpine, through tracking and personal contact, is to have each student receive a diploma or GED.

- In New York, there is a statewide coordinator for adolescent services. In each of the migrant outreach centers a staff person is assigned to work with adolescents. The statewide coordinator works with the outreach center director and adolescent staff person to develop services that fit the needs of the secondary students in the region.

Direct Tutoring

- Virtually all states provide tutoring services supplemental to the regular education provided by the LEA.

Work with Parents

- Pennsylvania holds several informational meetings for parents so they fully understand the state and local education systems, No Child Left Behind (NCLB) and their rights as parents.
- In Douglas, computer labs are held for parents, where they can go online to check attendance and grades of their children. Through these and other efforts the program makes the school a welcoming and safe place for parents.

Portable Assistance Study Sequence (PASS)

- In several states, the use of PASS is an important means of recovering credit.
- Arkansas has developed an intensive, residential, three-week summer program called Moving Up Arkansas which utilizes PASS to make up credits. The program is highly structured with classes beginning at 8:00 a.m. and the study day ending at 10:00 p.m. after night study sessions. Study sessions are also conducted on weekends. Michigan and New York have started similar programs.
- New York utilizes a Mini-PASS program for students in seventh and eighth grades to work with tutors to make up credit.

High School Equivalency (HEP) Grants

- There are 56 HEP grants from the United States Department of Education in 23 states. These programs are usually residential programs for migrant students older than 17 who have not received a diploma.
- New York has developed a Pre-HEP program for those students who want to obtain a GED, but have been unable to meet the skill and achievement level entrance requirements for the HEP program.

Summer Leadership Programs

- Many states utilize various types of summer leadership programs. Pennsylvania has a summer leadership program at Penn State University for two weeks for 50 tenth and eleventh graders. The program includes both academics and leadership training and activities to increase self-esteem. Part of the time is spent at the capitol in the House of Representatives drafting and debating legislation. Fifty (50) ninth graders are also sent to the National Hispanic Institute in

Philadelphia for leadership training. A small number of students are sent to New York City to learn how to take SATs and write letters to colleges. In total, Pennsylvania involves about 200 migrant students in these types of summer programs.

- Colorado and Arkansas provide opportunities in the summer through the Paths to Scholarship Program to help students become familiar with the application process for college and application essays. The New York City Institute is another summer program that is held at colleges across Colorado. At the institute, students learn leadership skills and obtain scholarship information. Arkansas also has a Summer Leadership Academy and a Paths to Scholarship Program. New York has a one-week Summer Leadership Program at Oneonta State University of New York and Douglas has students go to the University of Arizona in Tucson.

College Assistance Migrant Program (CAMP)

- There are 45 CAMP grants from the United States Department of Education in 23 states. These programs are open to migrant students of any state, not just the state that receives the grant. The CAMP grant provides financial assistance and other support services for freshman students at the campus where the grant is located. Although CAMP is not a direct high school program it demonstrates to migrant high school students the availability of higher education and can be a motivation to do well in high school and receive a diploma.

Information Relating to Cultural Issues

- New York funds the Diversity Project that helps migrant educators and students develop an understanding of differences among races, nationalities, class, gender and sexual orientation.

Other Direct Services

- Colorado has a laptop cyber learning program for out-of-school youth. They provide textbooks, dictionaries and calculators to all high school students.

General Efforts

- Through an individual approach, Douglas tries to ensure that every student feels welcome. They, along with several states, encourage every student to get into extracurricular activities.
- Douglas, which has a high percentage of migrant students, starts school at 6:30 a.m. so students can work in the afternoon. The school works with the community in order to find jobs for students.

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