DOCUMENT RESUME

ED 481 639 RC 024 216

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TITLE	Migrant Service Coordination: Effective Field-Based Practices.
PUB DATE	2004-00-00
NOTE	17p.; Chapter 5 in: Scholars in the Field: The Challenges of Migrant Education; see RC 024 211.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Agency Cooperation; Community Cooperation; *Coordination; Delivery Systems; *Educational Cooperation; Elementary Secondary Education; Human Services; *Migrant Education; Needs Assessment; Partnerships in Education; School Community Relationship; Shared Resources and Services
IDENTIFIERS	Migrant Education Program

ABSTRACT

Migrant students and their families have a wide range of academic and social-economic needs. Long-term observation of numerous migrant programs in south Texas and elsewhere suggests that the school districts that are most successful in meeting those needs and the goals of the Migrant Education Program tend to share six recurrent practices. First, many successful districts recruit outreach teams to address the academic and support service needs of the entire migrant community. Such migrant service coordination teams reflect the diversity of the community; possess a sound knowledge base, reinforced by trainings on important topics; and are driven by a strong commitment to migrant students. Second, the teams carry out a comprehensive assessment of needs in their migrant community. In addition to drawing on national and state data, the teams develop practical local questionnaires and conduct group interviews with migrant parents and students. Third, effective teams develop strong working relationships with a wide array of community organizations and service providers. Fourth, community support and advocacy for migrant students and families are promoted through professional development sessions for educators and various types of media coverage and publicity. Fifth, self-advocacy and empowerment are encouraged among migrant students and parents through information sessions, leadership training, and parent train-the-trainer workshops. Finally, successful districts regularly evaluate their migrant service coordination practices and reflect on potential improvements. (SV)

CHAPTER 5

Migrant Service Coordination: Effective Field-Based Practices

BY PRISCILLA CANALES AND JUNE HARRIS

"Tell them," Ms. Mejia, Victor's high school counselor prods. Victor smiles, remaining quiet.

"Go ahead, tell them, Victor," insists Mr. Enrique Montalvo, migrant education program director for Eagle Pass Independent School District (ISD).

Victor smiles again before confidently announcing, "I'm going to college to study law enforcement so that I can be a policeman."[1]

A few months earlier, Victor was on the verge of dropping out of school. Frustrated about lacking the number of credits needed to be a senior, Victor informed his close friend that he planned to drop out. At his friend's insistence, Victor reluctantly attended a student leadership academy organized by the Migrant Education Program (MEP). During the academy, Victor participated in many events—relationship-building activities, leadership development experiences, problem-solving challenges, role model sessions, and reflection seminars. He was attentive, happy, polite, and respectful.

[1]The names of students have been changed to protect their identities.

It was at the final reflection seminar that Victor candidly revealed his prior intentions of dropping out of school. Stating that the academy experiences had made a big difference, Victor proudly announced that he was more determined than ever to complete high school and pursue his dream of becoming a police officer. He thanked Mr. Ortiz, assistant chief of the San Antonio Police Department, for sharing his personal experiences and insights about his years as a teenage migrant farmworker and his own goals of becoming a high-ranking police officer.

This is an example of the real-life impact migrant service coordination can have when representatives from a host of agencies—in this case representatives from Eagle Pass ISD, Uvalde Consolidated ISD, San Antonio ISD, South San Antonio ISD, and Education Service Center, Region 20—come together to create opportunities for migrant students.

Migrant service coordination involves creating and seizing opportunities to address the diverse *academic* and *social-economic* needs of migrant students. It is most effective when a group of committed people come together to efficiently share their cumulative resources in ways that address the unique needs of each migrant student.

This spirit of collaboration is a focal point for migrant education programs in many school districts across the United States. Embracing the Title I, Part C, Migrant Education Program statute related to migrant service coordination, many districts continuously explore possibilities "to ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner."[2] In Texas, migrant service coordination is often the mechanism used to implement the six other interrelated focus areas for migrant education: (1) early childhood education, (2) New Generation System,[3] (3) parental involvement, (4) identification and recruitment, (5) gradua-

[2]Education Funding Research Council, "Title I, Part C Migrant Education Program," in *Title I Handbook* (Washington, DC: Education Funding Research Council, 2002), C-325.

[3]The New Generation System is an electronic system for storing and transferring migrant students' information as they migrate from school to school.

tion enhancement, and (6) secondary credit exchange and accrual.[4] The goal of this chapter is to share understanding and insights the authors have gained through long-term involvement and ongoing observations and analysis of effective migrant service coordination practices in Texas and elsewhere.

During more than two decades of direct experience with 21 migrant education programs in south Texas and through interactions with numerous other programs across Texas and the United States, the authors have observed diverse practices associated with migrant service coordination. Despite variations, most effective models—i.e., programs that regularly met or exceeded MEP goals and the needs of migrant students and families—tended to share the following six recurrent practices:

1. recruiting and training formal and informal teams
2. assessing migrant students' and families' needs
3. collaborating with community organizations and service providers
4. training for empowerment of educators, community members, parents, and students
5. organizing for self-advocacy among migrant students and parents
6. navigating via reflective evaluation processes

Recruiting and Training Outreach Teams

Margaret Mead, renowned anthropologist, once stated, "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."[5] This belief lies at the heart of migrant service coordination, as its practitioners work together to address the academic and support service needs of the *entire* migrant community, from preschool to postsecondary education.

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[4]Texas Education Agency, "Migrant Education in Texas" (Austin, TX: Texas Education Agency, Division of Migrant Education, n.d.), http://www.tea.state.tx.us/migrant/miged.html/ (accessed January 3, 2002).

[5]Margaret Mead, "Thinking Quotes," http://www.2think.org/quotes.html#mead/ (accessed December 22, 2001).

To meet this intent and purpose, many districts formally and informally recruit outreach teams.[6] Effective teams share common characteristics, including leadership, diversity, competence, and commitment.

Leadership. The federal program director or the MEP director usually has principal leadership and facilitative roles in recruiting and retaining caring and committed team members. Most effective leaders embrace collaboration as they facilitate the development and implementation of a clear and compelling vision, measurable goals, doable action plans, and alternative assessments. They expect and model initiative, positive thinking, problem solving, and sensitivity.

Diversity. Effective teams tend to reflect the diversity of the community, and this diversity begets productivity. Various experiences, ideas, and viewpoints emerge as teams plan and implement initiatives, leading to effective migrant service delivery. By having migrant constituents on the team, migrant parents feel empowered and valued. When their voices are valued, migrant parents tend to assert ownership in the school system and confidently express their ideas. The words of a parent advisory council member from Eagle Pass ISD captured this invigorated attitude. After hearing that the migrant service coordination team had acted on his recommendation to expose high school migrant students to college life through field trips, a migrant father excitedly shouted, "Asi! Adelante!" ("Yes! That's the way! Move forward!")

Diversity also sends the clear message to all segments of the community that migrant service coordination is a community-wide responsibility worthy of advocacy and support. In numerous cities, business owners and community leaders supported migrant service coordination efforts after learning about the migratory lifestyle and the MEP from a diverse team of committed individuals. For example, upon hearing about the MEP's importance from a three-member team, a local merchant in South San Antonio ISD proudly displayed a poster to support identification and recruitment efforts.

Competence. Like diversity, continuous capacity development is a critical attribute of effective migrant service coordination teams.

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[6]Gary Huang, *Health Problems among Migrant Farmworkers' Children in the U.S.* (ERIC Digest) (Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools, 1993) (ERIC Document Reproduction Service No. ED 357 907).

Valuing competence, most districts with effective programs develop the team's knowledge and skills by offering staff development on important topics, such as

- special program services, including bilingual/English as a second language, early childhood education, gifted and talented, career and technology education, and special education
- MEP legislation
- data collection, analysis, and interpretation
- facilitative processes
- basic components of the educational system, including statewide assessments, graduation requirements, promotion requirements, parental rights, and the roles and responsibilities of teachers and other school personnel

Staff development for migrant service coordination teams varies from district to district. Many Texas school districts rely heavily on educational specialists to deliver customized training; other models for staff development include study groups, distance learning, and workshops. Staff development tends to be continuous, hands-on, and interactive.

Commitment. In addition to possessing a sound knowledge base, effective teams are driven by a strong commitment to helping migrant students. Committed team members often bring a strong sense of mission to identifying and addressing the unique needs of each member of the migrant community. For example, during a routine home visit in Uvalde Consolidated ISD, a home educator made two startling discoveries: that a newborn in the home suffered from severe birth defects and that the father had abandoned the family. As a member of the district's informal migrant service coordination team, the home educator connected the mother to local social service agencies, which provided financial and medical assistance. In another district, an itinerant teacher visiting a homebound high school student injured in an automobile accident found the injured student sleeping on the couch. She noticed that the family had sparse furniture. After receiving this information, the migrant service coordination team contacted a local charitable organization and secured furniture donations.

In these instances, individuals teamed together to actualize the mission and goals of migrant service coordination and played pivotal roles in meeting the needs of migrant students and families.

Assessing Needs

Dr. Fitzhugh Dodson has written, "Without goals and plans to reach them, you are like a ship that has set sail with no destination."[7] The destination of migrant service coordination—the fulfillment of the academic and support service needs of migrant students—requires the accurate identification of specific needs. Conducting a comprehensive assessment of all migrant needs, including health needs, is critical.[8]

As stipulated in federal legislation, state education agencies require districts seeking MEP funds to conduct a comprehensive analysis of academic and support service data before submitting their applications. Many migrant service coordination teams rely on the following data sources to conduct a comprehensive needs assessment: (1) official assurances that migrant education funds were being applied in standard ways; (2) the results of national studies on migrant farmworkers, including health, education, housing, and standard of living issues; and (3) national and state statistics on the academic achievement of migrant children, such as graduation rates, college admissions statistics, national and state assessment results, attendance patterns, retention rates, and employability.

In addition to these data sources, effective migrant service coordination teams design alternative needs assessment instruments. Two widely used methods are questionnaires and group interviews. Used to collect information that is not directly observable, these approaches aim to collect information about the particular educational, health, and other social-support service needs of migrant students.

Developing a practical questionnaire is a tedious and time-consuming task. In addition to deliberating over the types, number, and format of questions, most migrant service coordination teams create Spanish versions of their questionnaires and field-test them to solicit feedback on clarity, conciseness, and feasibility. The following

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[7]Fitzhugh Dodson, "Quotes to Inspire You," http://www.cybernation.com/victory/quotations/authors/quotes_dodson_fitzhugh.html/ (accessed July 30, 2002).

[8]Huang, *Health Problems.*

guidelines can prove useful in designing and administering a migrant service coordination questionnaire:

- Keep the questionnaire as short as possible.
- Provide clear-cut instructions.
- Use simple and precise language.
- Develop questions that address the academic status of elementary, middle school, high school, and postsecondary students.
- Pose questions related to social-support service needs, including clothing, counseling, health, and housing.
- Avoid open-ended questions.
- Honor respondents' native language and culture.[9]

Using these guidelines, a small team of educators from Highlands High School, working collaboratively with the federal program director and principal, designed an addendum to San Antonio ISD's identification and recruitment questionnaire. The addendum, a ten-item questionnaire, sought pertinent information about the academic and support services used by migrant students and about the types of additional services they needed. Responses to the questionnaire provided key information for enhancing migrant service coordination efforts at the campus level.

Group interviews can also be used to collect information about the needs of migrant students and their families. The group interview context helps create a comfortable, nonthreatening atmosphere for students to share their needs honestly and elaborate on the needs voiced by others. A series of predeveloped questions is used to elicit pertinent information. The group interview technique was successfully used in numerous school districts with groups of ten to fifteen students. For example, two migrant consultants using the group interview technique with junior and senior students at Uvalde High School were successful in identifying the differing academic and leadership needs of junior and senior students. One consultant asked ten framed questions as the other scribed responses. With this

[9]Meredith D. Gall, Walter R. Borg, and Joyce P. Gall, *Educational Research: An Introduction*, 6th ed. (White Plains, NY: Longman Publishers USA, 1996), 288.

practice, the interviewer could seize opportunities to enrich the quality of responses through probes, paraphrases, and follow-up questions and simultaneously remain focused on the pulse, the energy, the feelings of the group.

In conducting effective group interviews with migrant students and parents, the following suggestions can serve as a guide:

- Engage in small tasks and use conversational language prior to the interview to establish rapport.
- Invite participants to introduce themselves.
- Explain the purpose of the group interview.
- Pose questions using clear, concise, and relevant language.
- Ask questions that contain only a single idea.
- Avoid close-ended questions.
- Use simple paraphrases and probes when appropriate.
- Be sensitive to nonverbal information.
- Honor participants' native language and culture.[10]

Assessing, analyzing, and interpreting the unique needs of migrant students is critical to designing an effective model for migrant service coordination. Migrant service coordination teams that gather relevant data through questionnaires, group interviews, and even impromptu discussions are able to create strategic action plans for service delivery.

Collaborating with Community Organizations and Service Providers

Partnerships can address problems that lie beyond any single agency's purview. We have observed that in districts with exceptional migrant service coordination, the extended community—churches, businesses, professional organizations, charitable organizations, family services, health clinics, and social service agencies—offers viable resources for meeting students' and families' needs. Also, many national and local organizations and federal programs provide resources and services to migrant students and families, ranging from

[10]Ibid., 294.

the Agrability National Training Program's assistance to migrants with physical and mental disabilities to the Cornell Migrant Program's health care service training and housing assistance project.[11]

Effective migrant service coordination teams develop strong working relationships with key community resource personnel—collaborative partnerships aimed at improving the quality and quantity of support services readily available to migrant students and families. Assertive federal program directors, migrant education directors, and migrant service coordination teams establish communication links with community organization contacts and professional personnel to share information about the MEP and the unique needs of migrant students and families, and to solicit support service assistance.

Collaboration often results in swift action. Many districts compile and use information provided in a community resource directory for migrant students and families. Incorporated into most directories are the names, addresses, telephone numbers, and brief descriptions of community organizations and service providers. Proactive districts ensure that the directory is updated annually. Directories are often published in Spanish. Many districts hold meetings to demonstrate how to use the directory effectively before disseminating it to students and parents.

A scenario involving a family's migratory move illustrates the value of a community resource directory. While making their way from South Texas to Montana, a migrant family's pickup truck broke down in San Antonio, Texas. The father contacted the Migrant Education Service Center, Region XX for assistance. Using a directory that had been compiled collaboratively by several school districts and social service organizations in the San Antonio area, a migrant support

[11]Harriette Pipes McAdoo and Christina Vogel, "It Takes a Whole Village to Raise a Child," *Family Resource Coalition Report*, 12, no. 1 (1993): 14-15. Available online from the National Parent Information Network at http://npin.org/library/2001/n00597/n00597.html/ (accessed November 28, 2001); Atelia I. Melaville and Martin J. Black, *What It Takes: Restructuring Interagency Partnerships to Connect Children and Families with Comprehensive Services* (Washington, DC: Education and Human Services Consortium, 1991); and State University of New York at New Paltz, "Organizations Providing Resources and Services to Migrant Students" (New Paltz, NY: SUNY at New Paltz, Migrant Special Education Training Project, n.d.), http://www.newpaltz.edu/collaborative/mgorg.html/ (accessed September 25, 2003).

specialist was able to secure financial assistance for the family and locate an automotive shop owner who provided a substantial discount to needy families.

Empowering the School and Civic Community

Migrant service coordination embraces the notions of community involvement, community support, and community advocacy. Recognizing the importance of informing the school and civic community about issues and topics related to migrant students and their families, many entities, such as the Eastern Stream Center on Resources and Training (ESCORT) and the Minnesota Education Resource Center, have designed training programs to educate community members.[12] Similarly, in creating a community-wide system of support, successful migrant service coordination teams often design and deliver interactive training to inform the community about the specific needs of migrant children and to inspire individuals within the community to advocate on behalf of migrant children.

Professional development for educators. Believing that educators who understand the migratory lifestyle and the prevailing culture and values of migrant families are in a better position to facilitate migrant students' learning, successful MEP districts design and deliver training to the entire school community.[13] At the school level, migrant service coordination training becomes an integral part of professional development. Program staff seize every opportunity to disseminate pertinent information regarding the mission of migrant education and the specific needs of migrant children enrolled in the district. Opportunities for professional development include scheduled staff development, faculty meetings, campus improvement planning sessions, department meetings, and team meetings. Proactive federal and migrant program directors make sure that the MEP is a component of long-term professional development.

Adult learning methodologies are embedded in professional de-

[12]SUNY at New Paltz, "Organizations Providing Resources"; and Minnesota Migrant Education Resource Center http://www.hamline.edu/graduate/centers/mmerc/index.html/ (accessed June 2, 2002).

[13]Nancy Feyl Chavkin, *Family Lives and Parental Involvement in Migrant Students' Education* (ERIC Digest) (Charleston WV: ERIC Clearinghouse on Rural Education and Small Schools, 1991) (ERIC Document Reproduction Service No. ED 335 174).

velopment activities, providing participants with opportunities to (1) discuss the MEP's relevance to the community; (2) connect their experiences to some aspect of migrant education; (3) view key points on video clips, graphic organizers, or other visual materials; (4) hear personal anecdotes and stories; and (5) share insights and personal responsibilities.

The power of a well-planned migrant service coordination training was demonstrated by a districtwide MEP awareness session in Uvalde Consolidated ISD. Dedicated to providing quality services to migrant students, the migrant program director assembled a coordination team to design and deliver hands-on training to all administrators, counselors, teachers, and paraprofessionals at the beginning of the year. In addition to building awareness, the training generated enthusiasm and inspiration for the new school year. Participants' testimonials affirmed the usefulness of districtwide training on the MEP. After the training, several participants informed the presenters that they had no idea about the hardships experienced by migrant students. Moved by the presentation, many participants left with a renewed commitment to provide quality educational and support services to migrant students.

Developing community awareness. Recognizing the need to develop community awareness and enlist community commitment for the MEP, federal and migrant directors often created opportunities for migrant service coordination teams to deliver presentations to social service organizations, civic clubs, and parent groups. One good example of community outreach began with a long-range action plan crafted by a multidistrict team that focused on improved identification and recruitment of migrant students. With building community-wide acceptance and support of the migrant program as its goal, the team decided to explore all avenues to educate different segments of the community. Among the most innovative strategies was local media coverage. The migrant coordinator at Education Service Center, Region XX, in collaboration with the migrant service coordinator and the federal program director from South San Antonio ISD, assertively initiated contact with a local TV personality. Their efforts resulted in a 30-minute interview on local television that drew community-wide attention to the hardships faced by migrant families and the special needs of migrant students in south Texas. Many meaningful connections between migrant families and local service providers in the community resulted from the broadcast.

Many organizations have developed products to assist districts in providing quality professional development to the school and civic communities. Education Service Center, Region XX, produced a videotape highlighting the seven areas of focus required of all migrant education programs in Texas. Similarly, Education Service Center, Region I, collaborated with a statewide committee to design a migrant service coordination manual. These are the sorts of efforts needed to keep the school and civic communities focused on the needs of migrant students.[14]

Organizing Self-Advocacy Teams

Many school districts encourage migrant students to take a proactive role in addressing their own academic and support service needs. As migrant director of Eagle Pass ISD, Enrique Montalvo, once stated, "We want our migrant students and their parents to have the knowledge and skills to address their own needs and to help other migrant students address their unique needs."

Acknowledging that "migrant families have strengths of resiliency, resourcefulness, and responsiveness that educators need to recognize, make use of, and reinforce,"[15] many school districts have added a self-advocacy component to their model of migrant service coordination. The self-advocacy component has focused on building the capacity and confidence of migrant students and families to voice and address their own needs.

Through needs assessment, many districts have discovered that an information gap often separates migrant students and parents from nonmigrant students and parents. Because they possess a firm understanding of the educational system, many nonmigrant students and parents know how to use the system to address their needs. This fact was all too evident at one parent awareness session on literacy. After the session, a nonmigrant parent approached the presenter, a kindergarten teacher, to request informa-

[14] *Harvest of Hope*, prod. and dir. Education Service Center-Region XX, 13 min., Texas Education Agency/Education Service Center-Region XX, 1999, videocassette; and Texas Migrant Interstate Program, *Migrant Parent's Resource Guide to Understanding the Educational System* (Pharr, TX: Texas Migrant Interstate Program, 1997).

[15] Chavkin, *Family Lives.*

tion regarding her daughter's performance on the Texas Primary Reading Inventory. Later, a migrant service coordinator learned that another migrant parent attending the same session also had deep concerns about her daughter's progress but had asked no questions. Often migrant parents do not advocate on behalf of their children because they lack information or confidence.

In their efforts to close the information gap and to develop the capacity of migrant students and their families for self-advocacy, many school districts collaborate to design empowerment training programs. Although formats differ, most training covers topics related to achieving success in school while simultaneously building the capacity of migrant students and parents to organize as self-advocacy teams. Literacy development, statewide assessments, bilingual education, early childhood education, gifted and talented programs, special education, 504 (the school's obligation to meet the individual educational needs of students with disabilities), registration, and withdrawal are common topics covered with elementary parents. Useful topics for discussion with secondary migrant students and their parents include English as a second language, special education, 504, graduation programs, graduation requirements, state assessments, gifted and talented programs, advanced placement programs, college admissions requirements, financial aid, and many others.

The results of three empowerment-training models illustrate the strength of organizing self-advocacy teams:

1. Parent trainer-of-trainers model. To develop parent understanding of the registration and withdrawal processes and their impact on credit accrual, staff from five school districts worked with educational specialists to design a parent trainer-of-trainer session. Migrant program directors and parents serving on Parent Advisory Councils attended the workshop. Through discussion and role-play, the parent participants developed critical knowledge and skills. The enhancement of parents' communication, facilitation, and presentation skills was necessary to build confidence in teaching other migrant parents about the registration and withdrawal processes. Workshop evaluations indicated that parent trainers did indeed feel more confident in their abilities to immediately turn around the training. Formative assessments revealed that the parent trainer-of-trainer session was an effective tool in increasing migrant parents' understanding of the registration and withdrawal process.

2. Student advocacy model. A second empowerment-training model, the student advocacy model, involved developing the capacity of migrant secondary students to design and deliver needs-based training to their peers and parents. In preparation for the training, students participated in a leadership academy where they engaged in activities aimed at enhancing their own problem-solving and communication skills, knowledge about the educational system, and understanding of interactive processes for engagement. Having participated in the leadership academy, students from C. C. Winn High School in Eagle Pass ISD used their newly acquired knowledge and skills to collaboratively author a user-friendly manual highlighting the critical components of the educational system. The educational manual became a powerful resource for students and parents.

3. Basic training model. In a third model, the basic training model, migrant service coordination team members trained migrant students and parents. A highly successful annual training coordinated by the federal program director of Carrizo Springs Consolidated ISD is an example of the strength of the basic training model. Approximately a hundred migrant parents attend the annual training to learn new information about the school system. The parents have repeatedly indicated that the training develops their knowledge and understanding of the school system in a way that empowers them to informally share new information with other migrant parents in their community.

The self-advocacy component of migrant service coordination focuses on empowerment and on helping migrants become lifelong learners and teachers. By empowering migrant students and parents with knowledge and skills to function as self-advocates, they henceforth become able to open many doors that seemed closed in the past.

Navigating Via Reflective Evaluation Processes

Striving for continuous improvement, effective districts periodically examine their migrant service coordination practices to identify strengths and weaknesses. Through reflection—a process of stepping back, analyzing, and evaluating the effectiveness of activities inherent in each practice—the federal program director, the migrant director, and the migrant service coordination team are able to ask specific questions aimed at identifying opportunities for growth.

Employing purposeful reflective evaluation processes leads to enhanced staff development opportunities for the school districts in the following example. At a regularly scheduled meeting, a migrant service coordination team consisting of school district personnel and educational specialists reflects on the effectiveness of migrant early childhood staff development sessions held during the course of the school year. For example, discussion stemming from a question about improvement led to the development of a skeletal plan for integrating family literacy into all staff development. The following year, the plan achieved remarkable results as parents, teachers, administrators, and paraprofessionals from Head Start, Even Start, and adult education programs implemented key practices introduced at a multiagency staff development series.

In the effective districts, reflection repeatedly led to program improvements. Most districts relied on questions similar to the ones delineated below to engage teams in purposeful reflection:

- Which activities were successful?
- Does the success of these activities hold implications for other migrant service coordination objectives?
- How can we build on the success of these activities?
- Which activities did not fulfill their expectations?
- How can these activities be modified?
- Are there any additional activities that need to be incorporated as part of the migrant service coordination efforts?
- Were there any surprises?
- What lessons have we learned?
- What insights emerged?
- What have we learned about sustaining migrant service coordination efforts?
- Have any new or emerging targets surfaced as a result of the activities implemented?

Using the reflection process to determine the effectiveness of ongoing activities is integral to continuous improvement in the quality of migrant service coordination.

Conclusion

The ultimate goal of migrant service coordination is to ensure that the unique academic and support service needs of migrant students residing throughout the United States are met in an efficient and effective manner. The success of migrant students everywhere can be enhanced through migrant service coordination. Advocates for migrant students continuously promote practices to increase the levels of support that school systems and community organizations extend to migrant students.

An analysis of effective migrant service coordination initiatives revealed the integration of six practices: recruitment of a migrant service coordination team, needs assessment, collaboration with community organizations, community empowerment, self-advocacy teams, and reflective practices. Easily adaptable, these practices provide a basic framework for school districts ardently committed to creating an effective model for migrant service coordination.

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