The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.
GOALS OF BREAKOUT SESSION

• This session will spotlight various ways that States engage in binational efforts with Mexico and/or other countries to better meet the needs of their migratory children and families.

• Participants will share trends or effective practices they have observed in their States specific to binational collaborations and partnerships.

**Panelists:** Celina Torres, California Migrant Education Program; Tomas Mejia, Colorado Migrant Education Program; and Rafael Nevarez, U.S. Department of Education

**Facilitator:** Patricia Meyertholen, Office of Migrant Education
HISTORICAL BACKGROUND

• The Binational Migrant Education Initiative (BMEI) grew out of the work of a group from California who, in 1976, initiated efforts to work with Mexico on issues related to the education of students who migrate between California and Mexico.

• The goal of the BMEI was to improve continuity of educational and social services for migratory children who migrate between the two countries.
HISTORICAL BACKGROUND (CONTINUED)

• The U.S. Department of Education’s (the Department) specific objectives through OME’s involvement with the BMEI were:
  o To support and strengthen the efforts of states participating in the U.S. BMEI through the interstate coordination of programs,
  o To support a continuing dialogue and sharing of information among educators of migratory children in the U.S. and Mexico, and
  o To contribute to and promote the United State-Mexico Memorandum of Understanding (MOU) on Education.

• Currently States participate in binational activities, such as the teacher exchange, textbook dissemination, etc. on their own.
BINATIONAL MIGRANT EDUCATION INITIATIVE - ACTIVITIES

Transfer Document
Schools can request a Transfer Document issued by the Mexican Consulate, which facilitates the enrollment and proper placement of students traveling between both countries.

Teacher Exchange Program
The MEP Binational Migrant Teacher Exchange Program consists of two components:

1. Teachers travel from Mexico during the summer months for 3-8 weeks and are typically placed in schools with significant numbers of binational migrant students or in areas where few bilingual teachers are available to work with the binational migrant students; and

2. U.S. teachers travel to Mexico during the summer, typically for one or two weeks to visit schools and communities
Free Textbook Distribution

Through an agreement with Mexico, textbooks are distributed to binational migrant education programs in the U.S. to supplement the curricula used for the education of monolingual Spanish speaking students and help promote literacy development in Spanish.

- Textbooks are typically available for Primaria, grades 1-6.
- Each state must coordinate the distribution of free textbooks through its Mexican consulate.
- While Mexico provides the books, the states are responsible for the arrangement of delivery and associated costs.
UPDATE FROM U.S. DEPARTMENT OF EDUCATION: INTERNATIONAL EFFORTS RELEVANT TO BINATIONAL MIGRANT EDUCATION

RAFAEL NEVAREZ
INTERNATIONAL AND BILATERAL INITIATIVES

• U.S. Department of Education International Strategy

• U.S. Government’s Joint Statement of Principles in Support of International Education

• U.S.-Mexico MOU on Education (1990)

• U.S.-Mexico High-Level Economic Dialogue (HLED)
CALIFORNIA AND COLORADO MIGRANT EDUCATION PROGRAM PRESENTATIONS

**Discussion Questions:**

• What Binational activities are you currently involved in?

• How have you modified pre-pandemic practices/procedures (e.g., connecting to teachers remotely, outreach to Binational families, hosting Binational teachers, etc.)?

• What are your key lessons learned (e.g., how would you advise your colleagues in other States on how to get started in their efforts to establish binational connections/programs, or what do you wish you knew about binational programs before you started?)
HOW COLORADO WORKS WITH BINATIONAL MIGRATORY CHILDREN

TOMAS MEJIA
Guiding Documents

Does Binational fit in my state?

- CNA
- SDP
- Sub grantee Application
- Monitoring
- Evaluation
Mexican Consulate

- SEP Book distribution
- Information dissemination
- Teacher exchange arrangements
- What else?
Data Collection

• Do you know how many Binational students are in your state?
• How can you find out?
• Is the binational determination part of the initial interview?
• Is your state data system set up to handle binational data elements?
PARTICIPATE IN 1, 2, 3 OR ALL 4!

INFORMATION DISSEMINATION

SEP BOOKS

TEACHER EXCHANGE

TRANSCRIPTS
HOW CALIFORNIA WORKS WITH BINATIONAL MIGRATORY CHILDREN

CELINA TORRES
BINATIONAL TEACHERS IN CALIFORNIA

• Long history of implementing the Binational Program
  o 2018 – 46 teachers from 5 Mexican states
    • Michoacán
    • Jalisco
    • Tamaulipas
    • Guanajuato
    • Zacatecas
  o 2019 – 53 teachers from 7 Mexican states
    • Oaxaca
    • Guerrero
    • Michoacán
    • Jalisco
    • Guanajuato
    • Tamaulipas
    • Baja California
BINATIONAL TEACHER PROGRAMS

• Binational Teacher Placement
  o Support core teacher during summer migrant programs
  o Teach art, dance, culture, history and often mathematics
  o Discuss Mexican literature
  o Share Mexican and indigenous traditional folklore
  o Teach in Spanish and English
CA MEP Binational Program 1

Mr. Anda & Mrs. Trejo making crepe flowers and piñatas with students.

Mr. Anda and Mrs. Trejo receiving a certificate of completion during closing ceremony. Parents posing after receiving free books donated by the Mexican Consulate Office in Fresno.
Binational Teacher Xitlali Zamudio participated in the dance of “La Mariposa” with migrant students.
Jose Pablo teaching the students about the history of Mexico and the Battle of Puebla
Maestra Karen has taught and is ready for her kindergarten students to perform el baile de los viejitos traditional of Michoacán.
Picture of the Castroville Closing Ceremony—students performing traditional Mexican Songs like Cielito Lindo and Cancion Mixteca.
Binational Teacher Orientation

Binational Teachers with the Mexican Consulate Staff
GENERAL TIMELINE

- **November** – local Migrant Program districts commit to requesting a teacher to CDE MEP.
- **December** – Binational applications due to Programa Binacional de Educación Migrante (PROBEM), Mexico.
- **January** – Finalize teacher interview schedule, per PROBEM.
- **February** – CDE conducts teacher interviews (in-person or virtual). Districts plan for Binational teacher summer program activities.
- **March** – Selected teachers submit needed documents to CDE. Districts finalize summer program dates. Purchase required insurance.
- **April** – Districts begin communication with teachers.
- **May** – Confirm host families. Hold host orientation. Submit host family info to CDE for SEVIS update.
- **June** – Teachers arrive. Local MEP’s pick up teachers at airport. Assist PROBEM in planning monitoring visits. Submit DS-2019 within 24 hrs. of arrival in California. Teachers in classrooms.
- **July** – Programs continue. Teacher clausuras/closing ceremonies. Some teachers may depart.
- **August** – Final teachers depart.
ADDITIONAL WORK WITH MEXICAN CONSULATE

• Plazas comunitarias
  o Modules to assist Mexican nationals to complete the Mexican equivalent of a GED

• Coordinate academic transcript translations

• Book distributions
  o Spanish language books for adults and children

• Sacramento Consulate conducts a Feria de Educacion
  o Financial Aid Assistance
  o Coordinate College Informational Booths
  o Immigration lawyers that provide no-cost consults
CURRENT CONCERNS

- Coordinating health concerns/issues related to Covid-19
  - Ensuring teachers have appropriate vaccinations to enter the US.
  - Covid-19 testing prior to boarding planes to the US.
  - Difficulty recruiting host families.
  - Managing Covid-19 health concerns in the US. What happens if a teacher gets sick for a long time? How does the program support? What is the role of the MEP?
  - Insurance to address Covid-19 (what is sufficient coverage?)
DISCUSSION QUESTIONS

• What ways are you coordinating with Mexico and/or other countries to address the unique needs of this population?

• To those State MEPs not currently participating, do you have questions of today’s panelists concerning reaching out to the Mexican Consulate and/or agencies of the Mexican government to serve migratory children with the initiatives that we referenced today?

• What other questions do you have of today’s speakers?
ADDITIONAL RESOURCES

• Joint Statement of Principles in Support of International Education, the U.S. Departments of Education and State – with support from the Department of Commerce, the Department of Homeland Security, and USAID – are committed to a renewed focus on international education.
• U.S. Department of Education International Strategy
• U.S.-Mexico High-Level Economic Dialogue
• New Directors Orientation Modules, #13, Section 5: Binational Migrant Education Initiative on RESULTS.ed.gov
• New Directors Orientation Modules, #13, Section 1: The Binational Migrant Education Teacher Exchange Program
THANK YOU FOR PARTICIPATION!

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