

2011 Statewide Migrant Conference

Binational Migrant Program

Colorado Department of Education

Objectives

- Understand instructional implications that are unique to the binational student
- Share effective practices and strategies for the binational student
- Learn about curriculum and instructional resources for the delivery of services to binational students

Objectives of the BMEP

- Ensure that all binational migrant students have continued access to Education in the U.S. and in Mexico.
- Advocate for and ensure that all binational migrant students have equitable opportunities to learn and meet the high educational standards expected of all students.
- Provide Educators with training, which will allow them to better serve the educational needs of binational migrant students.
- Provide support to parents and families of binational migrant students.

Components of the BMEP

There are four components of the BMEP:

- Transfer Document
- Binational Teacher Exchange
- Dissemination of Information
- Textbook Donation

Outline

Who is the binational student?

What characteristics of the binational student makes him/her different from other migrant students?

What research-based effective practices and strategies can be adapted for the binational student? What are examples of effective practices?

What unique strategies and practices do you use with your binational students?

What resources and materials are available?

Binational Student Definition

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

What's unique about binational migrant students?

- Binational students' lifestyle is characterized by frequent international border crossings and continuous educational interruptions.
- Differences between U.S. and Mexico school systems cause a greater need for communication and intense professional development to address binational students.

What's unique about binational migrant students?

Binational students who complete *secundaria* in Mexico come to the U.S. believing they have finished school. However, in the U.S., students who are 16 years old must still complete the last two years of their education. Because of the different requirements of the two educational systems, many binational youth in the U.S. who have completed *secundaria* fall between the cracks as dropouts or out-of-school youth.

What's unique about binational migrant students?

- Binational secondary students attending U.S. schools who travel back to Mexico in the winter lose a semester of high school credit if they do not return in time to take the final exams typically administered in January.
- Binational youth are able to work in Mexico because the school system offers a staggered 3-shift schedule. U.S. schools do not offer this type of nontraditional schedule, resulting in older binational students dropping out of school to work.

What's unique about binational migrant students?

- Binational students often experience social/cultural identity shock and a lack of sense of belonging on both sides of the border weakening their desire to stay in school.
- Binational students may not receive adequate educational assistance from school staff due to the different requirements in Mexico and the U.S.



Students in Jala, Nayarit

Effective practices to meet the unique needs of binational students

Concern – educational disruption due to frequent border crossings

- Network between U.S. and Mexico educators regarding records, schedules, credits, special education issues, promotion and graduation requirements – PROBEM & MEP directories.
- Utilize the Binational Transfer Document to expedite enrollment – training & distribution.
- Design systems to send books, assignments and other course requirements with departing students.
- Utilize correspondence courses and distance learning.

Effective practices for binational students

Concern – age/grade discrepancy due to educational interruption, differences in educational standards, curriculum, and language of instruction

- Ensure acceptance of credits from “sending” school/ country.
- Utilize tutorial, computer labs, distance learning, correspondence courses, and summer programs to complete credits.
- Facilitate binational student enrollment in ESL classes as needed.

Effective practices for binational students

Concern – loss of semester credits due to missing final exams because of binational moves

- Facilitate early administration of final exams and end of course requirements.
- Arrange for exams to be proctored by receiving school/country.
- Administer exams and grant credits upon the binational student's return.
- Design and administer alternative assessments prior to withdrawal.

Effective practices for binational students

Concern - social/cultural identity shock resulting in a lack of sense of belonging

- Establish a student welcoming committee, buddy system, peer mentoring, etc.
- Assign a teacher, counselor, or MEP staff to mentor newly enrolled binational students.
- Involve binational students in extracurricular activities such as multicultural clubs, sports, etc.
- Incorporate history and culture of binational students in class-room lessons and school activities.
- Involve binational exchange teachers with binational students.

Effective practices for binational students

Concern - inadequate educational assistance from families and school staff due to different requirements in Mexico and the U.S.

- Offer workshops for educators, parents, and students on academic requirements in the U.S. and Mexico.
- Encourage educator exchanges between the U.S. and Mexico.
- Provide families with concrete tools to support their children's education.
- Facilitate parent/teacher conferences.
- Provide family literacy activities.

Transfer Document

Often times students arrive with out any documents and based on age are enrolled in the grade that corresponds with their age group.

However, many students arriving from Mexico are inappropriately placed because they do not know English or speak very little English.

Transfer Document

Often times it can take from one to six weeks or longer to receive a response on a transfer document. Many of the students that arrive from Mexico are from very rural areas in which there may be one phone and if lucky, one fax machine.

The PROBEM Coordinator must contact the school and ask the Director (Principal) to search through their documentation for the student's records and then submit this information to the PROBEM Coordinator who resides in the capital of the corresponding State.

How do I obtain and transfer records for binational students?

There are two versions of the Document: Elementary (grades 1-6) and Secondary (grades 7-9).

The Transfer Document provides the student with their grades to enable them to enroll in school when returning to Mexico from Colorado or another state.

Instructions for Completing the Transfer Document



Colorado English Language Acquisition Unit - ELAU Migrant Unit - Windows Internet Explorer

http://www.cde.state.co.us/cde_english/elau_migrant.htm

File Edit View Favorites Tools Help

Colorado English Lan... Colorado Department o...

Funds are allocated by formula to the CDE Migrant Education Program. Colorado MEP then provides sub grants to local Migrant Education Projects. The allocation to the LEAs is based on a formula generated by student counts, and other variables allowed by subject regulations. There are also contingency dollars set aside for the following purposes:

COMPONENTS OF MEP PROGRAM

- [Identification & Recruitment](#)
- [Health Services](#)
- [Binational Program](#)
- [Parent Advisory Committee \(PAC\)](#)
- Secondary Initiative
- National Certificate of Eligibility NCOE ([English/Spanish](#))
- Colorado Certificate of Eligibility CCOE ([English/Spanish](#))

RESOURCES

- [Agriculture Survey \(English / Spanish\)](#)
- [FERPA](#)
- [Identification & Recruitment Guidebook](#)
- [Matrix of Eligibility for Migrant Services](#)
- [Migrant Education Program brochure \(English, Spanish\)](#)
- [Migrant Education Program Orientation to Title I-C](#)
- [Purpose and History of the Migrant Education Program](#)
- [National Institute for Adult Education \(NIAC\)](#)
- [Request for Transcripts](#)
- [Re-enrollment Form \(PDF, Word Format\)](#)
- [Seasonal Crop List 2007/2008](#)
- [SEP Book Request Form](#)
- [Transfer document: Elementary School \(Primaria, Middle School, \(Secundaria\)](#)
- [Filling Instructions for binational transfer document elementary school: \(English/Spanish\)](#)
- [Filling Instructions for binational transfer document middle school \(English/Spanish\)](#)

MEP CONTACTS

[Dr. Barbara Medina](#), [Judy Stirman](#), [Tomas Mejia](#), [Terry Richard](#), [Margarita Colindres](#), [Maria Perez-DeLeon](#), [Brenda Meyer](#), [Juanito Arias](#), [Ricardo Lopez](#)

For LCE web site technical assistance, please e-mail: Laura Blancas at blancas_l@cde.state.co.us

NOTE: Many of the documents located on this web site are made available only in **Adobe Acrobat format**. Acrobat allows the user to view and print documents exactly as they look in hard copy. This will also enable you to read any other file on the World Wide Web. [Get Adobe Acrobat Reader Software](#).

Any questions or comments on the organization or operation of this site? [Please contact the CDE Webmaster](#). Last modified: August 16, 2010

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www.cde.state.co.us/cde_english/elau_migrant.htm

Transfer Document Elementary School 1-6th Grade

**DOCUMENTO DE TRANSFERENCIA
DEL ESTUDIANTE MIGRANTE BINACIONAL
MÉXICO • EUA
PRIMARIA
1° a 6° GRADO**



**TRANSFER DOCUMENT
FOR BINATIONAL MIGRANT STUDENT
USA • MEXICO
ELEMENTARY
1-6**




ESTE DOCUMENTO DE TRANSFERENCIA ES VÁLIDO EN LOS ESTADOS UNIDOS MEXICANOS Y NO REQUIERE TRÁMITES ADICIONALES DE LEGALIZACIÓN.
THIS TRANSFER DOCUMENT IS VALID AND DOES NOT REQUIRE ANY ADDITIONAL LEGALIZATION



BA19083

Transfer Document Elementary School 7th, 8th & 9th Grades

**DOCUMENTO DE TRANSFERENCIA
DEL ESTUDIANTE MIGRANTE BINACIONAL
MÉXICO • EUA
SECUNDARIA
1º a 3º GRADO**



**TRANSFER DOCUMENT
FOR BINATIONAL MIGRANT STUDENT
USA • MEXICO
JUNIOR HIGH
7th, 8th, 9th**



ESTE DOCUMENTO DE TRANSFERENCIA ES VÁLIDO EN LOS ESTADOS UNIDOS MEXICANOS Y NO REQUIERE TRÁMITES ADICIONALES DE LEGALIZACIÓN.
THIS TRANSFER DOCUMENT IS VALID AND DOES NOT REQUIRE ANY ADDITIONAL LEGALIZATION

BC04083

Transfer Document

When a student from Mexico arrives without a Transfer Document, the student can be provided with the “Request for Transfer Document” form to complete.

This document can be faxed at 303.866.6892 or e-mailed to CDE/LCEU

Laura Blancas, blancas_l@cde.state.co.us

or

Juanita Arias, arias_j@cde.state.co.us;

once it is received in our office, it is faxed and e-mailed to the PROBEM Coordinator in the appropriate state in Mexico.

Apostille

The Apostille authenticates a document for international purposes. Mexico requires that all students opting to enter either preparatoria (high school) or a college or university in Mexico must have their documents notarized and apostilled.

In order to obtain an apostille the document must be notarized first. Once the document has been notarized, the apostille can only be obtained through:

Secretary of State's Office
1700 Broadway, Suite 270,
Denver, CO 80290.

*If the document is not notarized and apostilled; Mexico will not allow the student to enroll.

For additional information regarding the apostille, please visit the following site:

<http://www.elections.colorado.gov/WWW/default/Apostilles/auth.pdf>



Binational Teacher Exchange

Teacher Exchange Program

The Binational Migrant Teacher Exchange Program between the United States and Mexico supports teachers who spend time learning and sharing their expertise about the cultural, educational, and social experiences of the binational migrant student. Exchange teachers use proven instructional methodologies, meet with migrant parents, and assist in planning cultural programs. Communication is initiated by the Secretaría de Relaciones Exteriores (SRE) in cooperation with the Secretaría de Educación Pública de Mexico (SEP) with each United States state wishing to participate. The state consulate offices also serve as points-of-contact for arranging the teacher exchanges.

The Binational Teacher Exchange Program (BTEP)

The Binational Teacher Exchange Program (BTEP) is designed to provide a cultural and educational exchange to benefit binational migrant students in the U.S. as well as expertise to educators serving binational students.

These direct experiences among exchange teachers result in a better understanding of the cultural, educational, and linguistic diversity of Mexico and the U.S.

- **SEP Resource Textbook Donation**

Secretaría de Educación Pública

Book Donation

For 12 years, Colorado has received approximately 250,000 books from Mexico.

Books that are sent to the U.S. by Mexico are the Mexican Curriculum. Mexico utilizes a national curriculum for 1st – 6th grade.

Each box contains the entire curriculum and includes Reading, Writing, History, Geography, Spanish, Mathematics and Science as well as additional texts.

The books can be utilized as a supplement to the curriculum that the teacher is using in the classroom or can be utilized with parents who are interested in supporting their students with native language instruction.

What do I need to do to receive free resource textbooks from Mexico?

As part of the BMEP Free Textbook Distribution Program, Mexico's Secretary of Public Education and the Secretary of Foreign Relations (through the Mexican Cultural Center) have provided Colorado with content area texts (grades 1-6) that are used for Mexico's national curriculum, to be a supplement for binational students.

For further information on SEP text books
contact Maria Perez-Deleon (303) 866-6754
perez-deleon_m@cde.state.co.us.

For further information on Binational Program
contact the Laura Blancas (303) 866-6490
blancas_l@cde.state.co.us.

Q & A

Thank you !!!!