



Binational Migrant Education Teacher Exchange

A Guide for Supporting
Binational Migrant Students

Audience

- ▶ The Binational Teacher Exchange Manual (BTEM) was revised to include information for LEAs and SEAs to provide guidance for the successful implementation of the Binational Teacher Exchange in their states.
- ▶ Since the Binational Initiative is a state initiative, Local Coordinators should be in contact with their State MEPs about Teacher Exchanges, etc.



Need and Planning

- ▶ The Teacher Exchange must be a part of the State MEP Service Delivery Plan
- ▶ The need for the Teacher Exchange should be based on the State's CNA of the MEP



Manual Organization

I. Introduction

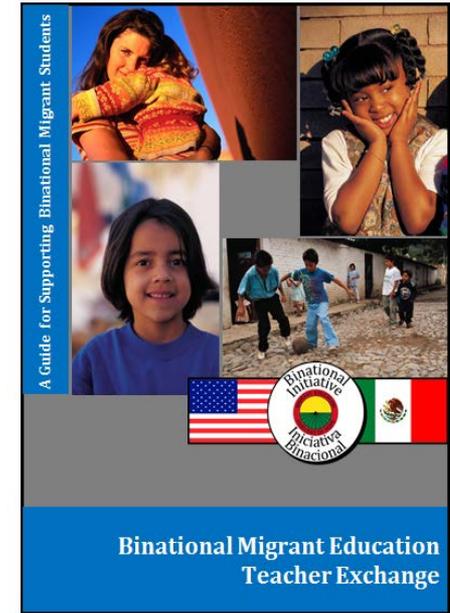
- Vision
- Objectives
- PROBEM

II. Required Documentation

- J-1 Visa (Short-Term Stays, Long-Term Stays)
- B-1 /B2 Tourist/Business Visa
- Medical Care/Insurance

III. Binational Teacher Exchange Options

- Summer Program
- Year-Round Program
- U.S.-to-Mexico and Mexico-to-U.S. Exchanges



Manual Organization (Cont.)

IV. Staff Development

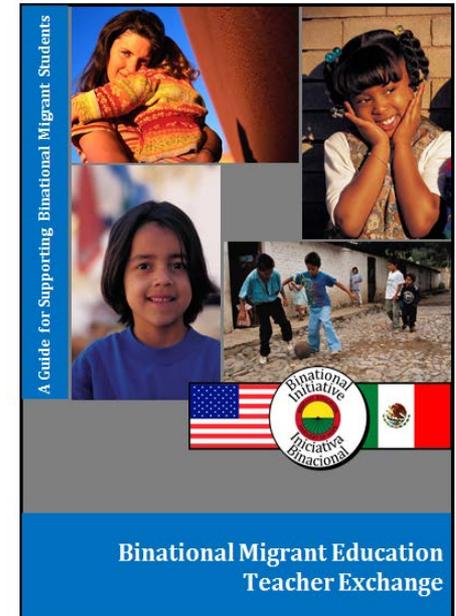
- Orientation in Mexico
- Site-based Preservice Training
- Onsite Orientation
- Making the Most of Teachers' Talents
- English Proficiency
- Scheduling Teachers

V. Parent Community Outreach

VI. Evaluation

VII. Conclusions

VIII. Appendices





Introduction

Section I

BMEI Objectives (MOU U.S./Mexico)

- 1) The US Department of Education and the Ministry of Education in Mexico signed a MOU in 1990 which included specific objectives
 - Improving educational services
 - Reinforcing knowledge
 - Encouraging ongoing communication between educators
- 2) Both countries are working on signing a new Annex to the MOU which will be available soon

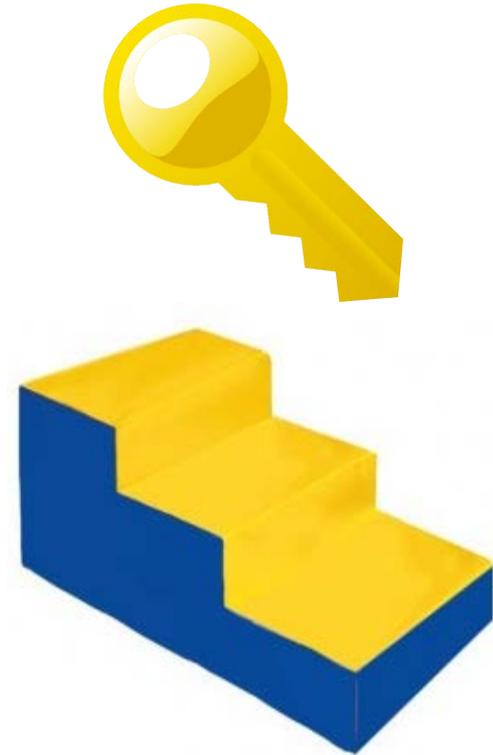
Vision of the Teacher Exchange Manual

- ▶ To facilitate and assist in the professional exchange of teachers between the U.S. and Mexico to:
 - **promote** continuity
 - **foster** cultural understanding
 - **provide** access to high quality education for migrant children with interrupted education due to moves between U.S./Mexico

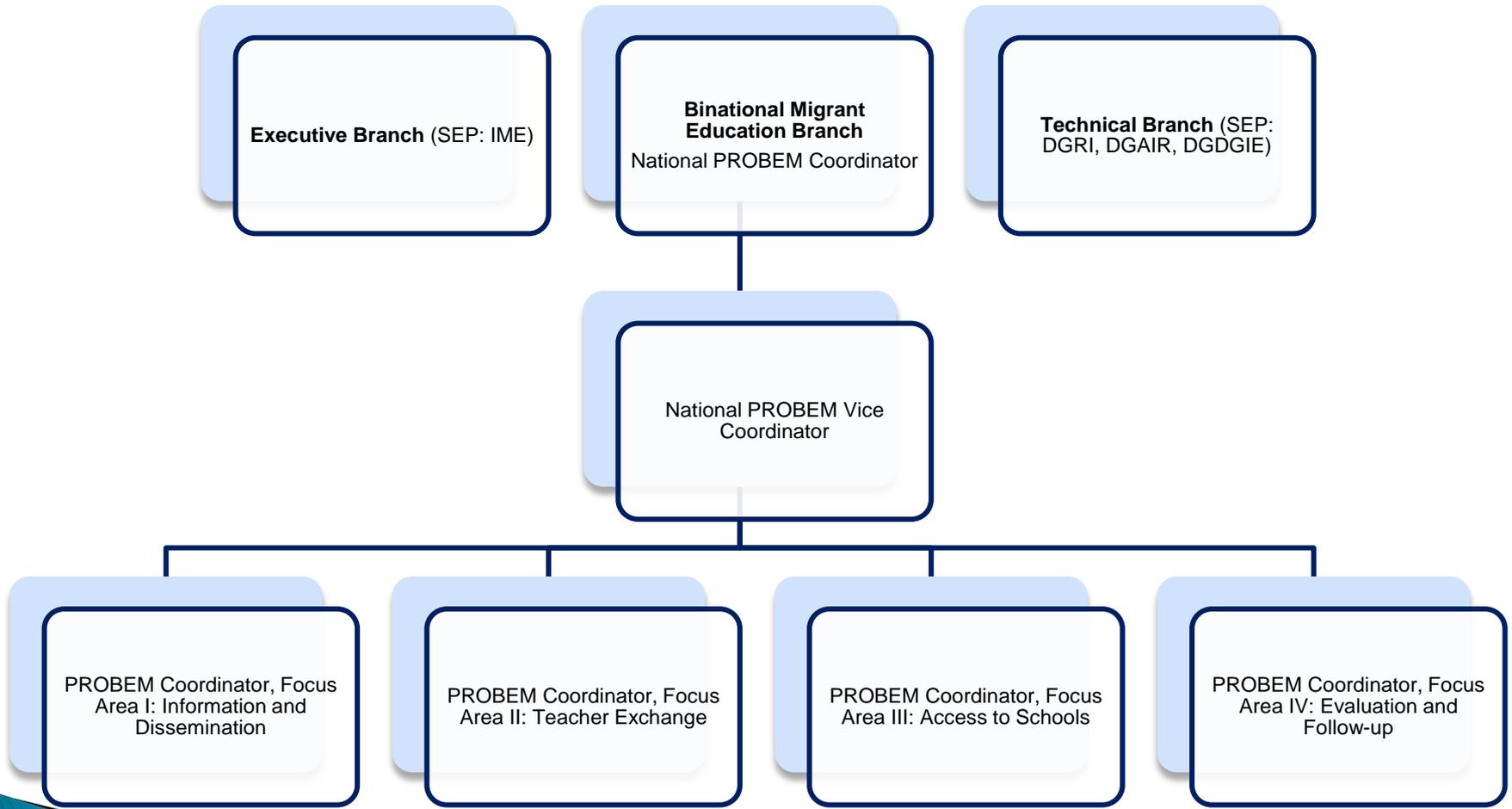


Purpose of the Manual

- ▶ **Describe** the key components of the Binational Teacher Exchange
- ▶ **Explain** the steps to consider when planning and implementing a Binational Teacher Exchange
- ▶ **Provide** examples of successful strategies used in implementing a binational teacher exchange



Mexico's Administrative Structure for the Binational Teacher Exchange



PROBEM in Mexico

- ▶ **Maintains** 4 focus areas:
 - I – Information and Dissemination
 - II – Teacher Exchange
 - III – Access to Schools
 - IV – Evaluation and Follow-up



PROBLEM in Mexico (Con't)

- ▶ **Serves** in an administrative function, not specifically providing direct services
- ▶ **Assists** with teacher certification and student registration
- ▶ **Coordinates** with SEAs and LEAs on summer programs conducted in the U.S





Required Documentation

Section II

Visas

- ▶ The “J” class of visa is for **educational and cultural exchange programs** designated by the U.S. Department of State
- ▶ The teacher’s U.S. sponsor agency is responsible for sending **Form DS2019** to teachers **2 months** before they come to the U.S.
- ▶ Programs requesting exchange teachers typically pay visa fees



The J-1 Visa: Summer Program/ Short-Term Stays

- ▶ The J-1 visa is considered the appropriate vehicle for implementing the Exchange as it enables teachers from Mexico to enter the U.S. legally
- ▶ The J-1 visa allows teachers to work in schools and MEPs for a predetermined length of time and receive a financial stipend for their contributions



The J-1 Visa: Year-Round Programs/Long-Term Stays

- ▶ The J-1 visa is appropriate for use in programs implementing the Binational Teacher Exchange for Long-Term Stays
- ▶ Teachers involved in Long-Term Stays can remain up to 3 years in the program before needing to return



For More J-1 Visa Information

The Office of Exchange Coordination and
Designation

Bureau of Education and Cultural Affairs

U.S. Department of State

Phone: (202) 401-9810

Fax: (202) 401-9808



Program regulations can be viewed at:

<http://exchanges.state.gov>

The B1 /B2 Tourist/Business Visa

- ▶ The Tourist visa is not intended for employment or long term stays but may be used for a Short– Term Stay (teacher visits for short periods, e.g., winter or spring breaks)
- ▶ Allows teachers to visit for 1–2 weeks to observe classrooms, attend workshops, share professional experiences without any kind of remuneration



For More B1 /B2 Visa Information

- ▶ **Business Visa:**

<http://travel.state.gov/pdf/BusinessVisa.pdf>

- ▶ **Visitor Visa:**

http://travel.state.gov/visa/temp/types/type_s_1262.html



Required Medical Care

- ▶ USCIS has made health insurance a requirement for participation in a visitor-exchange program
- ▶ Month-to-month insurance policies that typically cost between \$60-\$100 are available



Insurance

- ▶ Exchange teachers should bring copies of insurance policies, emergency medical contact information, release forms, existing medical conditions, and other related materials



For More Medical Care/Insurance Information

- ▶ **There are numerous travelers' insurance companies that meet the J-1 visa requirements that can be located easily via the Internet**





Binational Teacher Exchange Options

Section III

Application Process



- ▶ MEP administrators should communicate with the *Instituto Mexicano en el Exterior (IME)* and/or their Consulate and inform them of any pre-arranged exchanges
- ▶ In **October**, Mexican Consulates in the U.S. send out BTE applications to U.S. MEP contacts
- ▶ The completed application is due back to the Consulate Office on **December 14**

Mexico-to-U.S. Exchange Summer Program/Short Stays

- ▶ **Mexican government** covers expenses for exchange teachers *prior* to arriving in the U.S.
- ▶ **U.S. host site** covers
 - Ground transportation, lodging, and meals
 - Stipends and miscellaneous expenses
 - Preparation costs for the *DS-219 Form (SEVIS)*
 - Materials, supplies, costs for cultural activities
 - Insurance and emergency medical procedures

U.S. State-to-Mexico State

- ▶ U.S. teachers visit schools and programs in Mexico to:
 - learn about the culture, schools, and educational system of Mexico
 - follow-up on groups of students who travel between the U.S. and a particular Mexican state
 - share professional training expertise



MEP Director Responsibilities for Binational Travel (Con't)

- ▶ **Ensure** that the exchange teacher and staff responsible understand:
 - Date and location of teachers' U.S. arrival and person assigned to meet/transport them to the lodging or program site(s)
 - Arrangements for housing and meals
 - Location of workplace(s) and work schedule and duties
 - How daily transportation will be provided
 - Date/location when teachers depart the U.S.

MEP Director Responsibilities for Binational Travel

- ▶ **Obtain** a list of selected teachers from the contact in Mexico or from their Mexican Consulate between March and April
- ▶ **Communicate** details to Mexican Consulate/PROBEM coordinator in the teacher's Mexican state so that flights can be arranged



Lodging and Meals: Host Families

- ▶ Lodging may be with host families, or in hotels, apartments, dorms
- ▶ Host families generally are compensated. The amount, payment schedule, and allowable expense limit should be pre-determined
- ▶ Inform exchange teachers that host families receive lodging and food expenses funds



Lodging and Meals: Hotels, Dorms, Apartments

- ▶ Teachers residing in hotels or apartments generally receive a stipend for living expenses in addition to the stipend for their work or payment is arranged by program directors without directly involving teachers



Lodging and Meals: Hotels, Dorms, Apartments (Con't)

- ▶ Teachers can live in dorms along with migrant secondary students and residential staff
- ▶ Examples are High School Equivalency Program (HEP), College Assistance Migrant Program (CAMP), with migrant students attending a residential leadership academy at a university



Stipends



- ▶ Teachers should not be required to use their stipends to pay for transportation, lodging, meals, and other items required to be supplied by the local MEP
- ▶ Each program site must work within the confines of its State and district policies, pay scales, union regulations, and other requirements



Stipends (Con't)



- ▶ In 2011, binational Teacher Exchange literature suggested a weekly stipend from \$150 to \$200
- ▶ Program directors may make arrangements with their own financial institutions or use the school system credit unions to cash checks for exchange teachers



Teacher Exchange Timeline

- ▶ **October** – Invitations to participate are distributed to teachers in Mexico and US LEAs
- ▶ **Oct/Nov** – Mexican Consulates send applications to State MEPs
- ▶ **December** – LEAs submit number of teachers they wish to receive



Teacher Exchange Timeline (Con't)

- ▶ **December** – MEPs submit applications to Mexican Consulate
- ▶ **March** – Visa process is initiated, orientation is held in Mexico for teachers
- ▶ **As early as March** – Lodging, food, local transportations, visas, and stipend arrangements are finalized; MEPs receive information on teacher arrival



Staff Development

Section IV

Staff Development

- ▶ Participating teachers receive extensive orientation and training in Mexico
- ▶ Receiving sites need to orient teachers regarding:
 - program logistics
 - curriculum
 - materials and resources
 - staffing and duties
 - special events
 - expectations for their participation



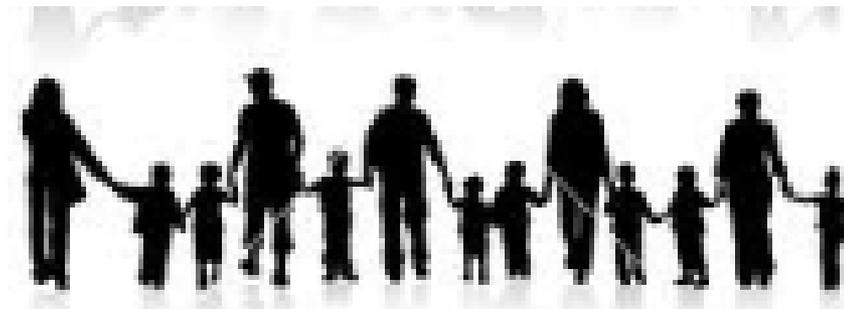


Parent and Community Outreach

Section V

Parent and Community Outreach

- ▶ An objective of the BTE is to support the education of binational students by working with their parents to help them support their children's learning
- ▶ The exchange teacher can play a key role in parent outreach by taking the lead during the visit or accompanying an MEP staff member





Evaluation

Section VI

BTE Evaluation



- ▶ Should be a part of the evaluation of the larger MEP
- ▶ Is based on the evaluation purpose and resources available. Consider:
 - The **impact** on exchange teachers
 - The **value** of the services provided
 - The binational student achievement **outcomes** after participating in a binational initiative



Evaluation (Con't)

- ▶ Consider:
 - The **influence** of professional development on exchange teachers' teaching practices
 - Parent **perceptions** of binational exchange teacher services
 - Other?

For more information on the TEM

- ▶ Your State Department of Education at:



- ▶ The Center for Migrant Education (as contractors for the US Department of Education, Office of Migrant Education) at:

(866) 245-1365

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