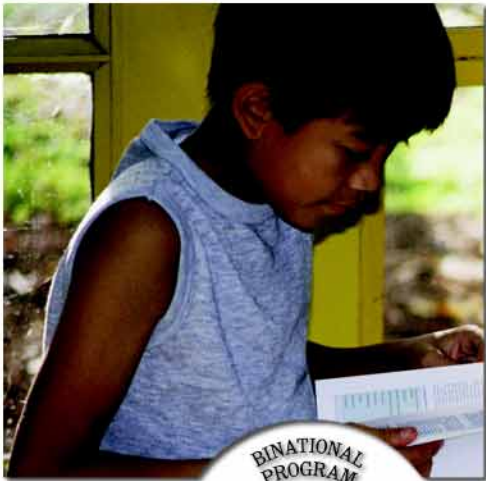
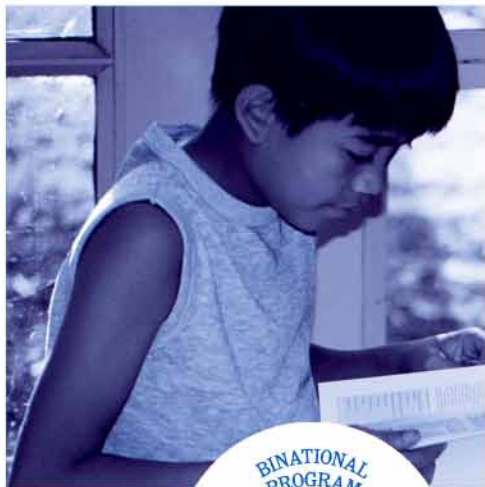


A GUIDE FOR SUPPORTING "EDUCATION WITHOUT BORDERS"



**The Binational
Migrant Education
Teacher Exchange Program**

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ESCORT, formerly the Eastern Stream Center on Resources and Training, located at the State University of New York at Oneonta, is a national resource center dedicated to improving the educational opportunities for migrant children. Based on funding from a variety of sources, ESCORT conducts professional and program development activities for SEAs, LEAs, and schools to improve services to migrant children and English Language Learners. Under contract with the U.S. Department of Education, ESCORT also maintains the National Migrant Education Hotline and provides technical and logistic support to the U.S. Office of Migrant Education on a wide variety of interstate coordination activities.



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ACKNOWLEDGMENTS

CONTENTS

SECTION I: **Introduction** **6**

SECTION II: **Getting Started** **8**

8 Planning Timeline for a Teacher Exchange Program

10 The Application Process

SECTION III: **Teacher Selection** **12**

12 Teacher Participation Requirements

13 Selection Considerations

13 Selection Procedures

SECTION IV: **Program Logistics** **14**

15 Budgeting

15 Binational Travel: Arrival & Departures

17 Local Transportation

19 Meals and Lodging

23 Teacher Stipends

24 Required Documentation—Visas

25 Medical Care

SECTION V: Staff Development **26**

- 26** Orientation and Training in Mexico
- 27** Receiving Site Pre-Service Training
- 28** On-Site Orientation and Joint Planning
- 28** Professional Exchange
- 29** English Proficiency

SECTION VI: Promoting Cultural Awareness **32**

- 34** Parent and Community Outreach Efforts

SECTION VII: Conclusion **36**

SECTION VIII: Appendices **37**

- 38** Appendix A: Convocatoria/Invitation
- 42** Appendix B: Binational Teacher Exchange Program Application
- 46** Appendix C: Title I Migrant State Directors
- 50** Appendix D: List of Mexican Consulates and Mexican Cultural Institutes
- 52** Appendix E: Visiting Teacher Survey (English)
- 54** Appendix F: Visiting Teacher Survey (Spanish)
- 56** Appendix G: Activities Checklist and Timeline

Introduction



As the number of Mexican nationals maintaining households in both Mexico and the United States continues to increase, creative efforts are being sought to promote continuity of education for the children and to foster cultural understanding. Educational transfer documents are being utilized, schools and communities are hosting cultural appreciation days, and the formation of collaborative partnerships among diverse groups is on the rise.

The Binational Migrant Education Program (BMEP) is one such creative effort. The primary goal of BMEP is to improve the education of migrant children who travel between the U.S. and Mexico. One of the principal program components designed to improve educational continuity for binational students is the Binational Teacher Exchange Program.

The effort to better serve migrant children traveling between the U.S. and Mexico began in 1976. Educators in California initially met with their Mexican counterparts to discuss issues related to educating this highly



mobile student population. Soon thereafter, other border states joined the effort, giving birth to the Binational Migrant Education Program. The program consists of semi-independent activities that are negotiated and sponsored by individual states in the U.S. and Mexico.



To promote and support such efforts, the U.S. Department of Education and the Ministry of Education in Mexico signed a Memorandum of Understanding in 1990. The Memorandum of Understanding outlines the following objectives:

- To reinforce knowledge about the history, culture, values, and national traditions of Mexican-origin students who live in the U.S., strengthening their identity and improving their education.
- To encourage ongoing communication between U.S. and Mexican teachers in order to share educational experiences that promote continuity of educational practices.
- To improve the educational services offered to the Mexican and Mexican-descent school population living in the U.S. through the Binational Teacher Exchange Program.

As national efforts to articulate academic standards among states continue, similar efforts to enhance continuity of education for students moving between nations are increasing as well. One effective way of minimizing educational disruption for students attending schools in more than one country is through teacher exchange programs. Rather than merely addressing the educational needs of one child through telephone consultation or sending textbooks and assignments, teacher exchange programs enhance overall understanding of educational practices, requirements, and expectations among participating nations' educators and policymakers.

Through exchange programs, teachers have opportunities to learn first-hand about different countries':

- Standards and benchmarks
- Testing requirements
- Curriculum, instruction, and assessment practices
- General and special program offerings
- Class size and structure
- Successful teaching strategies
- Effective discipline methods
- Expectations for parent involvement

The purpose of this guide is to:

- Describe key components of a Binational Teacher Exchange Program
- Explain the steps necessary to consider when planning and implementing a Binational Teacher Exchange Program
- Present examples of successful strategies used in implementing a Binational Teacher Exchange Program

This publication is not intended to be the definitive authority on teacher exchange. Rather, it presents recommendations pertaining to timelines, procedures, and issues to consider based on the experience of states in the U.S. that have implemented binational teacher exchanges with Mexico. Story boxes throughout the text highlight lessons learned in past years of program implementation, and a list of contacts for the Binational Teacher Exchange Program can be found in the Appendix.

SECTION TWO

Getting Started

I. Information about Required Institutions or Organizations for Mexico Participating in this Program

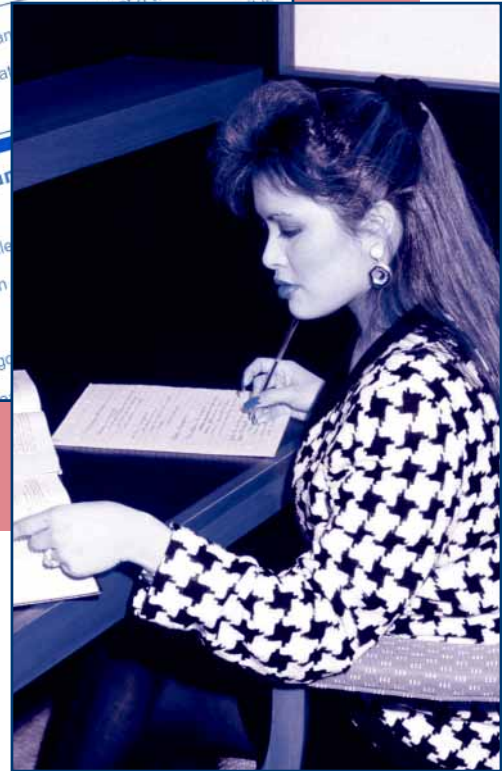
18. The room and board and meals will be provided at:
 Family home Hotel Youth hostel or shelter

19. Name of the family, hotel, or youth hostel _____
Address _____ State _____ ZIP Code _____
City _____ Telephone: _____ Fax: _____
Arrival date to the host city _____ (8 weeks)
Departure date to Mexico _____
(The stay must be for a minimum of 3 weeks and
If the city does not have airport, please indicate
from the city (in distance and in time)

IV. Profile Of The Mexican Exchange Preferences

23. Gender: Male Female

24. Is it important for you that the Mexican
the English language?
it is very important.
that he/she has a g



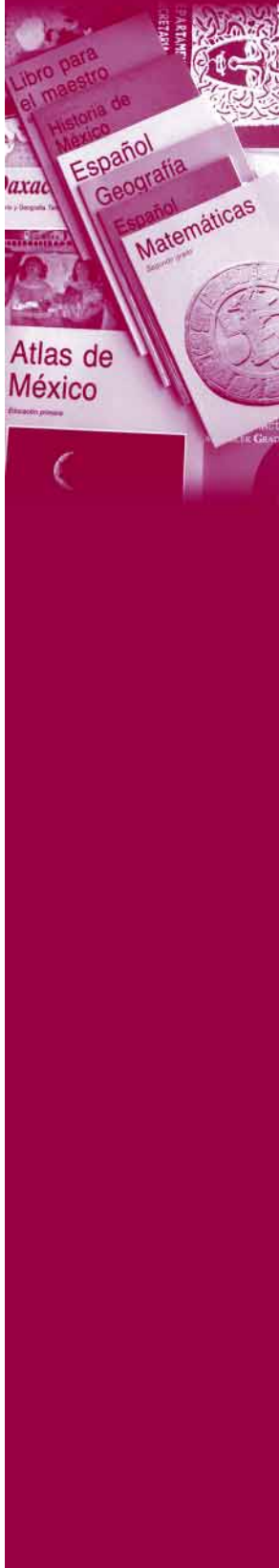
A. Planning Timeline for a Teacher Exchange Program

The planning process for the exchange program begins well before teachers arrive at their intended destinations. Applications must be submitted, both by interested program administrators and potential exchange teachers. Areas of program need and teacher expertise must be matched. Housing, transportation, and meal plans must be arranged. Adherence to the recommended activities timeline on the following page will help migrant project administrators manage the many details required in planning and implementing a successful teacher exchange program.

Table I:**Binational Teacher Exchange Activities Timeline**

November	<p>Mexico's Secretariats of Foreign Affairs and Public Education send the Convocatoria (invitation) to Mexican Consulates and State Education Agencies in the U.S.</p> <p>Teacher Exchange Program Visa Process is initiated. (See page 24)</p>
December	<p>Mexican Consulates in the U.S. send Teacher Exchange Program applications to state MEP administration.</p>
January	<p>Individual Mexican states inform the Secretariat of Foreign Affairs (SRE) of the number of teachers they will sponsor to participate in the program.</p> <p>School districts and local education authorities submit to their U.S.–Mexican Consulate the number of Mexican teachers they wish to receive.</p>
February	<p>The Secretariats of Education of each participating Mexican state submit a list of teachers selected for the exchange, along with their resumes, to the SRE to be assigned to sites.</p>
March	<p>March 1, MEP administrators submit completed applications to their U.S.–Mexican Consulate.</p>
April	<p>The SRE, along with participating Mexican states, finalize assignments for exchange teachers to migrant program sites, based on the information submitted by MEP administrators on the program application.</p> <p>Initiated by the Mexican Consulates in the U.S., direct lines of communication are established between the Mexican Consulates, MEP administrators, Mexican state-level binational contacts, and exchange teachers to discuss programmatic and logistical information. The required teacher information is provided for the required visa documentation.</p> <p>Through combined efforts of MEP administrators, the Mexican Consulate in the U.S., exchange teachers, and the American Embassy in Mexico, requirements for visas are met at least one month prior to teachers' arrival.</p> <p>Many exchange teachers attend an orientation meeting hosted by Mexico in Patzcuaro, Michoacan.</p>
May	<p>Mexican Consulates and MEP administrators finalize arrangements for lodging, food, local transportation, visas, and stipend with Mexican sending state binational contacts and exchange teachers at least one month prior to teachers' arrival.</p>
Mid-May	<p>The SRE, along with participating Mexican states, informs Mexican Consulates and receiving MEP administrators of arrival information and finalizes local transportation to program site.</p>
July–August	<p>Data-gathering materials regarding the implementation of all components of the BMEP sent to MEP state directors by the Center for Migrant Education.</p>
August–September	<p>Data-gathering surveys and reports submitted by state directors to the Center for Migrant Education.</p>

B. The Application Process



While some MEP administrators who have participated in the Binational Teacher Exchange Program have dealt directly with individual Mexican states when making arrangements, others have established partnerships with their local Mexican Consulates to facilitate the Teacher Exchange Program. Representatives from the Office of the Mexican Consulate throughout the U.S. have been instrumental in facilitating the many requirements and details associated with the program in the following ways:

- Distributing program applications to MEP administrators
- Establishing and maintaining communication with national and state-level Mexican binational program administrators
- Assisting MEP administrators in securing the teachers best suited to meet their programmatic needs
- Helping facilitate the visa and immigration requirements for selected teachers
- Working with Mexican sending states to arrange for travel to and from the U.S.
- Working with local MEP staff to arrange for meeting the teachers at their point of arrival in the U.S. and transporting them to their local destination and back to the airport at time of departure
- Visiting program sites and participating in program activities
- Providing MEP staff and exchange teachers with guidance and support in areas of need

(Note: A list of the Offices of the Mexican Consulates in the U.S. can be found in the Appendix.)

As indicated on the activities timeline, in December, the Mexican Consulates in the U.S. send program applications to representatives of the MEP. Generally, the completed program application is due back to the Consulate's Office March 1. While the exact status of migrant summer program allocations and programming needs may not be finalized at this early date, MEP administrators should use their best judgment of past trends and needs of migrant populations in their area to complete the application(s).

Any changes in summer program plans that occur after the application is submitted should be communicated directly both to the Mexican Consulate and the binational contact person in the state(s) from which teachers are coming.

While some of the following items are not listed on the Teacher Exchange Application, providing this additional information will assist with teacher selection and site assignment decisions.

Checklist for Program Design and Components and Targeted Student Population

Please mark all of the following statements that describe the students to be served and the program(s) in which exchange teachers will be assisting:

- Site-Based Program
- Outreach Program
- Daytime Schedule
- Evening Schedule
- Weekend Activities
- Staff Development Training
- School-District-Funded Summer School
- Migrant-Only Summer Program
- Adult Classes (ESL, GED, etc.)
- Other Summer Programs (4-H, Parks and Recreation, Church Programs, etc.)

Answer questions in the spaces provided:

Number of students expected to attend, by ethnic group:

_____ Hispanic	_____ Asian
_____ African American	_____ Caribbean
_____ Caucasian	_____ Other

Total number of migrant students expected to attend: _____

Number of students attending for academic promotion, earning credit, etc.: _____

Number of students attending for enrichment: _____

Exchange Teacher mainly responsible to teach:

- Academic Subjects
- Mexican Culture, History, Dance, Art, etc.

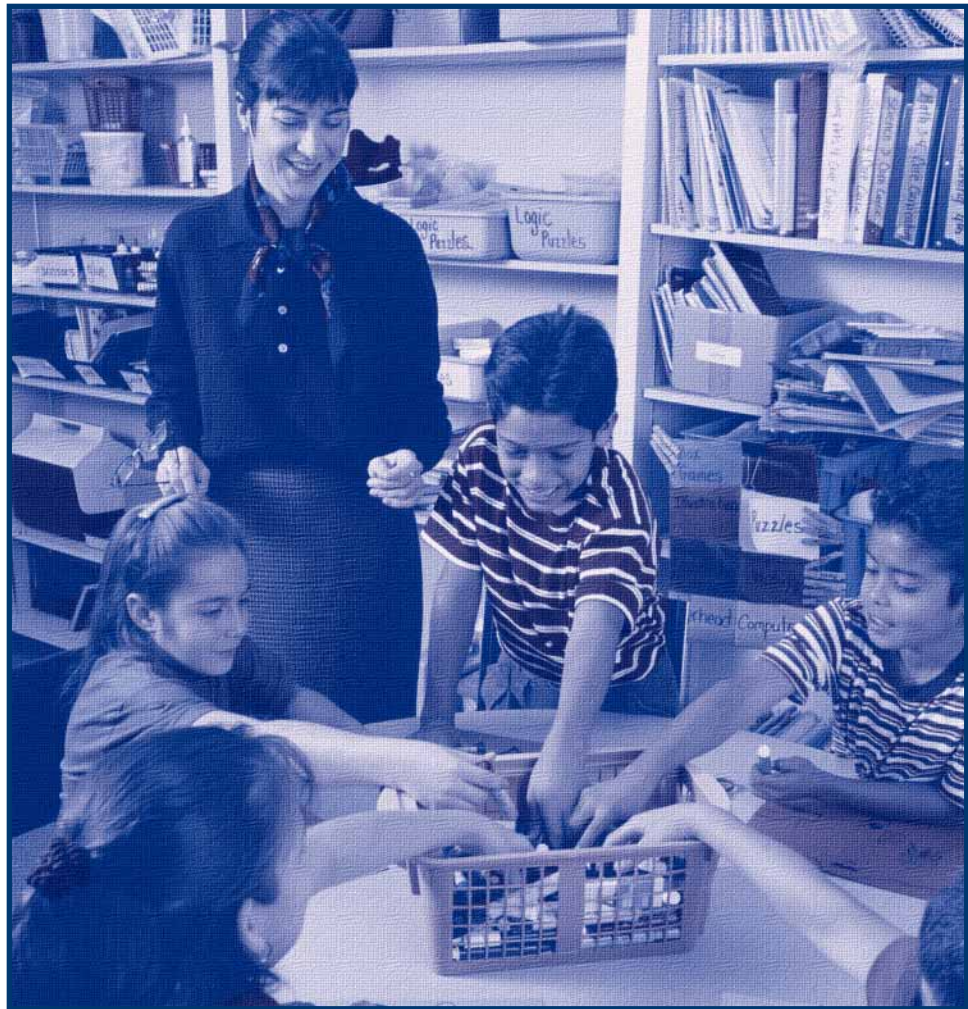
Amount of stipend to be provided:

\$_____ per _____

(Note: The Teacher Exchange Program application is available in the Appendix.)

SECTION THREE

Teacher Selection



A. Teacher Participation Requirements

In the “Invitation to Participate,” Mexican binational administrators state that, to ensure a positive and successful experience, they select only teachers that meet the following requirements:

- Bachelor’s degree in the area of pedagogy or certificate-diploma from the Normal School or Upper Normal School (equivalent to BA or BS in Education)
- Minimum of three years’ experience as a classroom teacher
- Mastery of verbal communication in English
- Willingness to participate in community or extracurricular activities
- Knowledge of the educational issues of the Mexican rural environment
- General knowledge of the Mexican school system
- Knowledge of Mexico’s history, traditions, and culture
- Experience in designing educational programs and materials
- Ability to integrate Mexican art, music, and dance into lesson plans

B. Selection Considerations

Some MEP directors select their own teachers. In addition to the above criteria, MEP directors may also want to consider some of the following attributes when selecting teachers:

- Background experience and area(s) of certification
- Mexican home-base states of their binational students
- Language proficiency—may require higher proficiency if U.S. staff is not bilingual, working in secondary content courses, etc.
- Previous BMEP experience
- Outreach experience
- Special talents

C. Selection Procedures

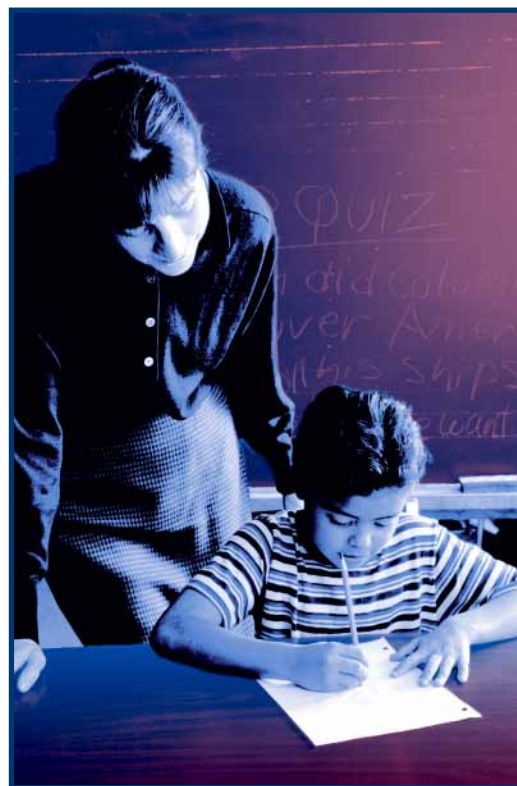


To promote consistency and equal access to the selection process, it is recommended that MEP administrators adhere to the timeline in Section II to facilitate the timely selection, placement, and preparation of participating teachers. The application process for interested Mexican teachers requires several months. Teachers are interviewed for possible participation in the program between February and March. Prior to this, positions are advertised and interested teachers submit their resumes to the binational contact in their state.

Below are some ways MEP directors have been involved in teacher selection:

- Directors located close to the border travel to Mexico to participate in the interview and selection of teachers for their sites.
- States that are further away or unable to travel to Mexico ask directors that are going to Mexico to interview enough teachers for their sites as well.
- Directors interview prospective teachers over the telephone.¹

To participate in the interview and selection process, directors should contact the U.S. Mexican Consulate assigned to their area or the binational contacts in the Mexican states from which the teachers are being requested.



¹ This type of inquiry is often done to determine the applicant's English fluency, rather than teaching abilities.

SECTION FOUR

Program Logistics



Planning for daily logistics is one of the greatest challenges in implementing a successful teacher exchange program. The meeting of daily needs (food, shelter, transportation, socialization, etc.) will affect teachers' health, happiness, and ability to perform at their best. This section contains information to consider when planning for the provision and cost of lodging, meals, transportation, and stipends. Additionally, issues such as documentation required for entrance into the U.S., handling medical problems, and making the teachers' stay productive and comfortable are covered.

A. Costs to Consider When Allocating a Budget for the Binational Teacher Exchange Program

Expenses for preparing exchange teachers to participate in the Binational Teacher Exchange Program prior to their arrival in the U.S. are covered by the Mexican government. This includes the application, selection, and placement process, as well as intensive orientation and training in Mexico for selected teachers. Mexico also covers the cost of round-trip transportation to the airport closest to the receiving MEP site.

Sites hosting exchange teachers are responsible for the remainder of costs associated with the program listed below:

- Ground transportation once teachers arrive in the U.S. (airport to program site, daily transportation to and from work site and all social and cultural activities, car or van rental, staff driver, gas, maintenance, insurance, etc.)
- Lodging (apartment rent, hotel bills, dormitory costs, stipends to host families, etc.)
- Meals (money for groceries, eating in restaurants, meal plans at universities, lunches at work sites, stipends to host families, food purchases for parties, staff-hosted activities, etc.)
- Stipends in lieu of a salary (this is in addition to monies for lodging, meals, and transportation and may be saved by teachers, sent home, or used for leisure activities)
- Materials and supplies needed for classroom and community projects and activities beyond what teachers bring (art supplies, specialty books, ingredients for ethnic meals, musical scores, video tapes, etc.)
- Cultural activities and entertainment (teachers may be asked to cover or contribute toward the entrance fee or cost of some activities)
- Insurance requirements beyond what teachers have in their personal policies (automobile, health, life, etc.) Information regarding required insurance documents should be specified in advance.
- Emergency medical procedures (medical procedures on pre-existing conditions would not be covered)
- Miscellaneous items such as phone calling cards, Internet access, stamps, etc., as determined by MEP administrators

B. Binational Travel: Arrival and Departures

Helping Teachers Feel Welcome

MEP directors should receive a list of selected teachers from the Mexican binational program between March and April. No later than one month prior to the teacher's arrival, the migrant program site director should ensure that details on the following issues are clearly understood on both sides of the border:

- When and where teacher(s) will arrive in the U.S.
- Person assigned to meet and transport them to lodging or program site(s)
- Arrangements for housing and meals
- Location of teachers' work site(s)



- Expected work schedule and duties
- Provision of daily transportation
- Date and location of teachers' departure from the U.S.

As suggested in item 22 of the Program Application, there may be more than one possible arrival location and/or manner of transportation to the program site. Some sites may fall between two airports, and convenience of receiving sites as well as cost and connection availability may factor into the ultimate decision. Some mode of ground transportation other than a personal car may also be appropriate, such as a bus or shuttle service. However, it is the responsibility of receiving sites to arrange for meeting the teachers at their initial arrival location and transporting them either to the program site or their place of residence.

These details should be communicated to the Mexican Consulate and the binational contact in the teacher's Mexican state so that flights can be arranged. Due to considerations of cost, payment, ground transportation, and distance to airports, flight arrangements will be made in Mexico. Since round-trip arrangements should be made prior to the teacher's departure from Mexico, ending dates for summer programs are an important factor.

LESSONS LEARNED

Regular and direct communication between sending and receiving binational contacts cannot be stressed enough when it comes to transportation arrangements. For example, it is extremely important to clearly and directly communicate with the sending binational contact in order to guarantee the safe and appropriate airport arrival of the Mexican teachers. Receiving sites need to be flexible, as flights may be missed, canceled, or delayed.

By providing teachers with phone numbers for contact people and program staff, and communicating with teachers directly regarding when, where, and who will meet them, confusion will be minimized. Persons responsible for meeting teachers may want to carry a sign with the Binational emblem/logo. A photograph exchange, even of faxed quality, prior to the arrival date may also be helpful, as are the use of cell phones or pagers. The Office of the Mexican Consulates in the U.S. may serve as a valuable resource, as many consider meeting and transporting the teachers to program sites their responsibility, depending on the number of teachers and the distances involved.

A large vehicle may be useful in transporting groups of teachers, as they are bringing not only clothing and personal belongings for a lengthy stay but also a significant amount of instructional materials. Persons assigned to meet the teachers should notify site directors and the Mexican Consulate in the U.S. of delayed arrivals. Delays requiring unexpected transportation or lodging costs should be discussed with the Consulate to ensure that teachers are not held responsible for costs incurred.

A Proper Farewell

The return travel for exchange teachers presents much less opportunity for confusion than arrival, as arrangements are made and communicated to all parties usually at least one month in advance of departure. U.S. receiving sites are responsible for providing ground transportation to the point of departure and accompanying teachers to the specific departure area (airline gate, bus terminal, etc.). Representatives from the Mexican Consulate may be available to assist with these activities. Arrival schedules and ground transportation in Mexico are the responsibility of the Mexican binational contact.

As travel arrangements are made before teachers arrive in the U.S., there are a few issues that should be considered:

- Will teachers leave the last day of the summer program?
- Will they need to participate in post-program activities?
- If the summer program is of short duration, will the teachers' stay exceed the structured program?
- Will teachers work in other capacities with the MEP or community programs serving migrant youth?
- Are teachers planning to extend their stay in the U.S. beyond the end of the program for leisure purposes? If so, has this been arranged with the Mexican binational contact?
- Are there any implications or responsibilities for U.S. binational or MEP administrators for teachers that extend their stay (expiration of visas, transportation, insurance, accidents, contact persons, etc.)?
- If a change in return date is requested, is it possible to change return transportation arrangements? Who will be responsible for doing this? If there is a change fee, who is responsible to pay it, and how will it be paid?
- What is the role/responsibility of the Mexican Consulate in the U.S. in situations mentioned above?

Daily Ground Transportation

Scheduling transportation for teachers over a four-to-eight-week period can present numerous challenges. When planning for daily transportation, teachers' work schedules should be considered along with leisure time and personal needs. A variety of approaches have been utilized to address transportation, based on the number of teachers, locations of program sites, availability of program transportation, staff schedules, and program budgets.

Table II: Considerations for Various Types of Ground Transportation

Transportation	Advantages	Disadvantages	Cost
School Bus with Students	<ul style="list-style-type: none"> ○ Available for brief home visits/outreach ○ Supervision of students ○ Educational activities—use as extended day 	<ul style="list-style-type: none"> ○ Early day ○ Long day/ride ○ Extra bus monitor duty ○ Not available for leisure use/time 	<ul style="list-style-type: none"> ○ No additional staff cost—teacher would not be paid extra to ride bus to and from home
Program Van	<ul style="list-style-type: none"> ○ Transport several teachers plus materials ○ Time for planning, learning about area, bonding ○ Possibly available for leisure activities 	<ul style="list-style-type: none"> ○ Long Day/Ride ○ Scheduling (when there are several teachers transported to multiple sites in one vehicle) 	<ul style="list-style-type: none"> ○ May require rental ○ Route scheduling ○ Gas ○ Maintenance ○ Driver's salary ○ Insurance
Host Family Car	<ul style="list-style-type: none"> ○ Efficient ○ Comfortable ○ Personal ○ Available for some leisure ○ Bonding/learning time 	<ul style="list-style-type: none"> ○ Scheduling ○ Reliability ○ Extra responsibility ○ Legal requirements 	<ul style="list-style-type: none"> ○ Payment for use ○ Mileage ○ Insurance
Staff Cars (staff transporting teachers to and from work)	<ul style="list-style-type: none"> ○ Efficient ○ Comfortable ○ Personal ○ May be available for home visits/outreach ○ May be available for leisure ○ Transport educational materials 	<ul style="list-style-type: none"> ○ Scheduling ○ More staff responsibility 	<ul style="list-style-type: none"> ○ Extra staff hours ○ Mileage ○ Insurance
Rental Car	<ul style="list-style-type: none"> ○ Efficient ○ Self-sufficiency ○ Available for leisure ○ Transport materials 	<ul style="list-style-type: none"> ○ License required ○ Insurance required ○ Accidents/tickets ○ Unknown geography ○ Unfamiliarity with American laws ○ Reliability 	<ul style="list-style-type: none"> ○ Gas ○ Insurance ○ Maintenance
Bicycle (recommended as the Kansas teachers' favorite mode of ground transportation)	<ul style="list-style-type: none"> ○ May be efficient ○ Cost-effective ○ Self-sufficiency ○ Available for leisure 	<ul style="list-style-type: none"> ○ Unknown geography ○ Safety ○ Reliability ○ Comfort ○ Weather ○ Distance 	<ul style="list-style-type: none"> ○ Minimal
Public Transportation	<ul style="list-style-type: none"> ○ May be efficient ○ Cost-effective ○ Self-sufficiency ○ Comfortable ○ Available for leisure 	<ul style="list-style-type: none"> ○ Unknown geography ○ Proximity to departure or destination site ○ Weather ○ Distance ○ Reliability 	<ul style="list-style-type: none"> ○ Purchase of entrance or transfer cards

D. Meals and Lodging

Personal Use of Automobile

Visitors from other countries are authorized to drive in the U.S. using the driver's license issued to them by their native country. They are insured to the extent of their personal automobile insurance coverage while driving in another country.

LESSONS LEARNED

In one northern state, exchange teachers elected to extend their stay and the use of their rental car after the summer program was over. Unbeknownst to program administrators, they drove to Canada. Although they encountered no difficulties with immigration during their border crossings, it was later discovered that the rental agreement did not allow the car to be taken out of the country. What may appear to be a minor headache may have the potential to become an embarrassing, complicated situation.

If an exchange teacher is authorized by the MEP to drive a rental car, the director may want to review any particular requirements or restrictions noted in the contract or insurance documents that may be relevant, such as procedures for an accident, purchasing gas, or mileage restrictions. Teachers may have difficulties renting cars in the U.S. because the signature and identification of a local resident may be required for long-term leasing. The program director may be asked to co-sign when a teacher leases a vehicle.

One of the most important arrangements to be made for exchange teachers is housing. Imagine yourself living in Mexico for four to six weeks. You are in a new country with a different culture, language, and cuisine. You are away from friends, family, and all things familiar. You work hard every day teaching, and at the end of the day, you look forward to some comfort, quiet, maybe even some companionship or leisure activity. Imagining yourself in this position will help you select appropriate housing for your teachers.



Below are some examples of housing arrangements that have been provided.

Host Families

Since exchange programs for students and teachers are not a new concept, finding volunteer families willing to provide housing for teachers is not an insurmountable task. Some school systems or communities may already have a host family network in place through the Rotary Club or other existing exchange programs that will place binational exchange teachers with host families.

Lacking such a network, some possible options for host families include:

- Migrant Education staff
- Local summer school teachers
- Church members
- Community agency employees
- Retired educators

On the following page is a list of issues regarding daily living arrangements that should be understood and agreed upon by host families and exchange teachers prior to the teacher's arrival. MEP administrators that personally visit potential host families are able to ensure the appropriateness of the facilities and that all participants clearly understand the responsibilities and expectations involved in hosting an exchange teacher. General information regarding lodging, meals, and other personal considerations are discussed with teachers during the orientation in Mexico. The maintenance of regular contact with both teacher and family by MEP staff throughout the duration of the program will help alleviate potential problems. Program directors may want teachers and host families to complete an evaluation of their experience at the program's end.

Host families are generally compensated for providing lodging to exchange teachers. The amount of compensation, schedule of payment, documentation required for payment, and any limits on allowable expenditures are determined at each program site. Exchange teachers should be made aware that host families receive funds to cover the lodging and food expenses generated by the teacher(s) so that they do not feel obligated to contribute financially to household costs.



Criteria to consider or clarify when selecting host families:

- Bicultural experience
- Size of family and home
- Marital status, age, and sex of children
- Family's ability to communicate with teacher
- Sleeping and bathroom accommodations (Will the teacher be afforded some privacy?)
- Access to telephone, television, general living space
- Geographic relation to work site
- Eating arrangements

Meal Planning

Host families will want to consider the following factors when planning meals:

- Teacher's native cuisine
- Dietary restrictions
- Inviting input into meals and shopping
- Amount and procedure for reimbursing host family
- Expectations for sharing meal-related duties
- Money for eating out

Leisure Time

- Will the teacher be considered a guest, part of the family, or a boarder who merely eats and sleeps there?
- Will provisions be made to address the teacher's needs outside of work—shopping, medical, post office, banking, and social activities?
- Will opportunities be provided for the teacher(s) to visit local attractions and areas of interest to increase cultural awareness?



Hotels & Apartments

Hotel rooms with kitchenettes provide comfortable living accommodations. If unavailable, hotels within walking distance of shopping centers, grocery stores, and restaurants are suitable unless teachers have access to cars or other transportation. The provision of a small refrigerator or cooler, a toaster oven, and some kitchen utensils is recommended, as well.

Teachers residing in apartments or hotels generally receive a stipend for living expenses in addition to the stipend for their work. As with the host family, food allowance, requirements for documentation, and payment procedures must be established at the onset. To avoid complication, payment for lodging may be arranged by program directors without directly involving teachers. Transportation and assistance with translation for grocery shopping may need to be provided.

Occasionally, some programs provide meals for teachers at different staff members' homes on a rotating basis, or they host parties for a group of teachers. Others provide cultural experiences for teachers by taking them to restaurants typical of the area and use program funds to cover costs.

College or University Dormitories

Several states have provided room and board for teachers on college campuses. Binational Exchange Teachers lived in dormitories along with migrant secondary students and residential staff for six weeks at the Migrant Summer Institute held at the University of South Florida in Tampa. Teachers residing at their work site simplified requirements for room, board, and transportation. They also participated in field trips and cultural activities along with the students.

In Alabama, Binational Exchange Teachers were provided room and board on a college campus that was centrally located between approximately seven summer program sites throughout the state. Each day, small groups of teachers were transported to summer school sites, migrant pre-kindergarten programs, and community sites hosting after-school programs. Although some teachers spent several hours being transported between the college and their work sites, they used the time in transit to learn from each other, plan activities, and become more familiar with their surroundings and the needs of the students they served. The exchange teachers were very pleased with these housing arrangements because of the camaraderie living together provided. Several of the teachers that had participated in the Binational Exchange Program previously had lived alone in apartments or hotels, or even with host families, and felt isolated or intrusive. They were willing to



E. Teacher Stipends



spend several hours each day in transit to their school sites in exchange for the opportunity to build relationships and engage in professional and cultural exchange that living in the dormitories provided.

Binational Teachers in Texas resided in dormitories on the campus of the University of Texas at El Paso. The exchange teachers worked with migrant students attending the High School Equivalency Program (HEP) as well as migrant secondary students that attended a one-week residential leadership academy at the university. As was the case with the program in Florida, having the teachers reside with the students not only simplified logistical arrangements, but also provided much more time for quality interaction between the students and exchange teachers. In addition, including the exchange teachers in field trips and cultural activities with the students provided an opportunity for students to get to know teachers outside of the classroom setting.

The teachers selected for the program often hold advanced degrees in education, as well as offer extensive classroom and administrative experience. Many are principals and educational leaders in their communities. U.S. educators who have worked with exchange teachers describe their counterparts as well prepared, versatile, flexible, creative, and dedicated.

Exchange teachers, as a whole, state that they come to work in Migrant Education Programs primarily for professional growth and to contribute to the education of students of Mexican origin—not for the monetary compensation provided. However, to meet their personal financial responsibilities, stipends offered through the program are important. Teachers should not be required to use their stipends to pay for lodging, meals, transportation, and other items to be supplied by the local MEP. Stipends are for the teacher’s personal use—to save, send home, or spend on leisure activities.

Each program site must work within the confines of its state and district policies, pay scales, union regulations, and other requirements. However, general consistency in the amount of the stipends provided will make all program sites equally attractive.

In 2000, binational program literature suggested a weekly stipend ranging from \$100 to \$200. Some sites have increased this to \$250. These figures represent suggested minimums. As the cost of living increases, compensation provided through stipends will need to be increased as well. Following are some issues to consider regarding teacher stipends.

Frequency of Payment

Both the salaries for educators and the cost of living differ greatly between Mexico and the U.S. Therefore, some teachers might arrive without adequate funds to cover personal needs for even the first week of the program. While site directors generally prefer issuing checks of equal amounts at the end of each week, sometimes two or three weeks’ compensation must be provided at the onset of the program for teachers that arrive unprepared.

Some programs that were four weeks in duration issued only two checks: one in the middle of the program and one at the end. However, the

F. Required Documentation – Visas



majority of directors felt it was important to issue weekly checks to provide teachers with timely expense money.

Bank Services

Although teachers generally do not open savings or checking accounts during their brief stays, they may wish to cash their stipend checks unless paid in cash. Site directors may make arrangements with their own financial institutions or use the school system's credit unions to cash checks for exchange teachers.

Disclaimer: The information below is current as of November 2001. Please contact the U.S. Department of State, Bureau of Education and Cultural Affairs, mentioned at the end of this section for further information.

After researching the policies and procedures that enable Binational Exchange Teachers to enter the U.S. legally and without incident, work in schools and migrant education programs for a predetermined length of time, and receive a financial stipend for their contributions, the "J-1" visa is considered to be appropriate for use in program sites implementing the Binational Teacher Exchange Program.

The "J" visa is a non-immigrant visa category established by the Office of Exchange Coordination and Designation and the Immigration and Nationality Act enabling persons to participate in visitor-exchange programs in the U.S. The "J" visa is for educational and cultural exchange programs designated by the U.S. Department of State. The "J" exchange visitor program is designed to promote the interchange of persons, knowledge, and skills in the fields of education, arts, and sciences. Participants include students at all academic levels; trainees obtaining on-the-job training with firms, institutions, and agencies; teachers of primary, secondary, and specialized schools; professors coming to teach or do research at institutions of higher learning; research scholars; physicians in the medical and allied health fields; and international visitors coming for the purpose of travel, observation, consultation, research, training, sharing, demonstrating specialized knowledge or skills, or participating in organized people-to-people programs on a full-time basis. The international visitors category is for the restrictive use of the U.S. Department of State.

Since "J" exchange visitors are coming to the U.S. to teach, conduct research, provide consultation, training, or other forms of specialized knowledge or skills, applicants must have sufficient scholastic preparation to participate in the designated program, including knowledge of the English language. (*Note: A working knowledge of English is one of the selection criteria for teachers applying to the Binational Teacher Exchange Program.*)

Participants in programs such as the Binational Teacher Exchange Program that provide for on-the-job training, teaching, research, or other activities may accept paid employment in these programs. Traditionally, exchange teachers have received monetary stipends for their work in U.S. schools, which is allowed with a "J-1" visa. Participants in the "J-1" exchange visitor program must have sufficient funds to cover all of their expenses during the exchange period, or the sponsoring program must provide for these costs, as

G. Medical Care



school districts and migrant programs do by providing room, board, and transportation for Binational Exchange Teachers. Teachers also must have health insurance that meets the requirement of the Exchange Visitor Program (22 CFR Part 62.14)

Binational Exchange Teachers applying for exchange visitor visas should apply at the U.S. Embassy or Consulate with jurisdiction over their place of permanent residence. The organization or institution in the U.S. sponsoring the teacher is responsible for sending a Form IAP-66 (soon to be revised and reissued as the DS2019) to teachers approximately two months prior to the teacher's arrival. Teachers applying for the "J-1" visa must present this form to the U.S. Embassy or Consulate with the appropriate jurisdiction over their place of permanent residence. A variety of U.S. public institutions, such as colleges, universities, state departments of education, and school districts may be eligible to collaborate with the Mexican government in issuing these documents and facilitating the "J-1" visa process. The form IAP-66 must only be issued for the duration of the program in which the visitor is participating.

For information regarding institutions authorized to facilitate the "J-1" visa process, procedures, and requirements, contact:

The Office of Exchange Coordination and Designation
Bureau of Education and Cultural Affairs
Phone: (202) 401-9810
Fax: (202) 401-9808

Program regulations can be viewed on the web at
<http://exchanges.state.gov>.

The United States Department of State (DOS), which establishes guidelines for programs such as the Binational Teacher Exchange Program, has had concerns for a number of years regarding access to adequate health care for exchange visitors. To this end, in 1994, the DOS (formerly USIA) made health insurance a requirement for participation in a visitor-exchange program.

Migrant program administrators will want to ensure that teachers and their dependents coming to work in migrant programs are covered by their own personal medical insurance to ensure that it meets the requirements outlined in 22CFR Part 62.14. It is recommended that copies of insurance policies, emergency medical contact information, release forms, existing medical conditions, and other related materials be available. To supplement the exchange teacher's own medical insurance, some migrant programs provide additional coverage.

SECTION FIVE

A. Orientation and Training in Mexico

Staff Development



Through collaboration between the United States and Mexico, extensive orientation and training is provided for selected exchange teachers in Mexico prior to their departure for the U.S. Some of the topics covered include:

- History, goals, and objectives of the BMEP
- Overview of U.S. educational system, curriculum, standards, and assessments
- Operation of a typical migrant summer program
- Job description and daily schedule for exchange teachers
- Overview of culture and life in the U.S.
- Specific information regarding travel, stipends, contacts, necessary documents, medical needs, etc.

Although attendance at this training is strongly encouraged, not all exchange teachers attend due to factors such as distance, illness, lack of information, or other unexpected situations. While the binational contact of each Mexican state is responsible for preparing teachers, site directors may want to ask teachers if they had the opportunity to attend the training and should be prepared to provide more assistance for those that did not.



B. Receiving Site Pre-Service Training

Despite the thoroughness of the training provided, no training can adequately prepare the teachers for their first experience in the program. A few of the areas where teachers felt they could have used more information include:

- Differences between Mexican and American culture, from privacy issues to gift giving, to displaying friendship or respect
- Hierarchy, roles, and responsibilities of U.S. educators
- Difference in communication styles (verbal and non-verbal)
- The uncertainties and daily changes that may result in a program for a mobile population, such as migrant farm workers, and the subsequent flexibility required of staff
- Specific roles, duties, and expectations of the teachers in Migrant Education Programs
- Lifestyle of Mexican nationals working as migrants in the U.S., particularly economic status and housing conditions

Equally important is the preparation of U.S. staff to work with the exchange teachers. Pre-service training addressing program logistics, curriculum, materials and resources, staffing, duties, and special events are integral to the program's success. Sites incorporating exchange teachers in the operation of their summer programs need to orient staff to this valuable resource in their pre-service training.

The goals of the BMEP and priorities for the exchange teachers that must be clearly communicated include:

- Instructing students about the history, culture, arts, dances, and traditions of Mexico
- Having adequate time for meaningful contact with as many binational migrant students as time and scheduling allow
- Conducting outreach activities with parents, including training on the use of the Binational Transfer Document
- Providing U.S. educators with information regarding Mexico's educational system, curriculum, texts, pedagogy, pupil progression, etc.
- Conducting a culminating cultural activity for students, families, staff, and members of the community



C. On-Site Orientation and Joint Planning

Due to conflicts between summer program starting dates and arrival dates of some exchange teachers, conducting on-site orientations including both U.S. and Mexican teachers is sometimes difficult; however, directors who have allocated time for a joint in-service find it to be very beneficial.

A one-day training model that has proven successful dedicates the morning session to explaining goals, expected outcomes, and logistics for the summer program to local staff and exchange teachers. The afternoon is devoted to teachers meeting together for specific planning such as scheduling, designing lesson plans and activities, and creating materials.

Depending on the scope of the trainings attended throughout the summer by exchange teachers, a letter or certificate of completion may be useful to them in securing staff development credits for professional advancement in their home states.

D. Professional Exchange

An important goal of the Binational Program is to encourage communication and collaboration in order to enhance the educational continuity of binational students. This may be accomplished as teachers work together in classrooms or through informal discussion and sharing. However, to truly

foster understanding and support of binational students' education on both sides of the border, the exchange of information and ideas must be considered a program priority.

LESSONS LEARNED

An Illinois teacher felt the Binational Program helped broaden her knowledge of teaching because "it allows teachers from both Mexico and the U.S. to learn from both educational systems in order to best meet the educational and cultural needs of migrant students."

Two teachers working in a program in southern California spent the majority of their summer comparing U.S. and Mexican curriculum standards for middle school students. Once the requirements for mastery were identified, these standards were translated, enabling teachers on both sides of the border to facilitate seamless education for binational students who migrate between nations.

Making the Most of the Teachers' Talents and Expertise

There are many ways exchange teachers can enhance migrant programs and summer schools. During the orientation conducted in Mexico, teachers are made aware that flexibility on their part is imperative, and that due to the nature of the migrant population, program sites may not know the exact numbers, grade levels, or ethnic backgrounds of the students to be served until the first day of



E. English-Proficiency

school. However, in order to make the most suitable match between teachers and program sites, and to enable teachers to prepare for their assignments, specific and timely communication of duties and expectations to Mexican state level binational contacts is critical.

LESSONS LEARNED

Programs in California schedule the exchange teachers to team-teach with several site-based teachers throughout the day. This practice is utilized to facilitate professional collaboration and learning, not because exchange teachers are incapable of teaching alone.

Assigning teachers to be aides, office clerks, or translators is inappropriate and a waste of talent and expertise. The binational teachers selected to participate in the program are highly qualified, competent professionals with a wealth of experience and skills. Many of them hold multiple positions in their professional field in Mexico, including classroom teachers, school administrators, and college instructors. They should be looked upon as partners of their

American colleagues, with a great deal of knowledge and expertise to contribute to all aspects of the educational process.

When deciding where to place teachers and how to best utilize their strengths, their English proficiency should be considered. Although speaking English is a requirement for participation, some teachers are proficient in communicating but may have difficulty teaching academic content in English. Bilingual aides or staff members paired with the exchange teachers will ensure that they are able to convey their lessons to all children.

It is also important to keep in mind that while these teachers are sufficiently versatile teaching a broad range of academic subjects, one of their main objectives, as stated in the Binational Agreement, is to “reinforce the identity and improve the education of Mexican-origin students living in the U.S. by imparting knowledge about the history, culture, values, and national traditions of Mexico.” Thus, much of the exchange teachers’ lessons may be hands-on and artistic in nature, possibly requiring less English proficiency than would be required to teach an academic subject.



Programs that Broaden Exchange Teacher's Contact with the Local Teachers and Students

Although the program's primary objective is for teachers from Mexico to work with migrant students of Mexican descent, these teachers are far too valuable a resource to limit their involvement exclusively to this select group of students. The resources they bring and the lessons they teach will enrich and broaden the education and cultural appreciation of all with whom they interact.

LESSONS LEARNED

Ronnie, a nine-year-old Anglo boy, attended summer school in Alabama, where migrant students studied alongside other district youth. Interviewed during a history lesson about Benito Juarez and the symbols on the Mexican flag, Ronnie eagerly displayed his coloring and shouted "bandera [flag]!" He listened intently as the exchange teacher told the story of the Mexican Revolution, repeating key words in Spanish and English along with his classmates. The laughter in Ronnie's eyes and the effort he devoted to pronouncing the new Spanish vocabulary words showed his excitement and engagement in a lesson that would not have been possible without the Mexican exchange teacher.



Scheduling Teachers for Maximum Student Contact

Another important program objective is to maximize the number of students and family members with whom the teachers have contact. In light of this and the tremendous amount of preparation by the teachers for their lessons and activities, it is essential that their schedule afford them adequate time to work with the maximum number of migrant students.

LESSONS LEARNED

Several migrant summer programs, such as the Migrant Summer Institute in Florida, designate an area of the school or program site as the "Mexico Center." This area serves as a small art, culture, and history museum where the many resources teachers bring such as dance costumes, arts and crafts, maps, posters, books, and musical instruments are displayed. Students, staff, and parents visit the center at their leisure, and binational teachers host special events and classes in the center as well as conducting informational sessions in classrooms throughout the day.

Schedules that will provide teachers with the appropriate time, space, and resources needed to share their rich curriculum highlighting the history, culture, arts, and traditions of Mexico.

Summer programs are often short in duration, and they may focus on preparing students to meet state-mandated benchmarks or end-of-year requirements for promotion. While this may be a priority, summer programs requesting exchange teachers need to consider the objectives of the Binational Exchange Program when designing

LESSONS LEARNED

In Alabama, while the majority of exchange teachers worked at area summer schools, one teacher worked in a labor camp with youngsters not attending summer school. In the mornings, he conducted activities with these youth. When the migrant children that attended school returned to the camp in the afternoon, they joined in for dance, music, art, and sports. While many of the activities were considered to be enrichment, they reinforced concepts and skills taught in summer school.



LESSONS LEARNED

As one teacher expressed, “We had no idea the experiences Mexican people encounter when they come to the U.S. We are tired after working in the schools all day, but once we see the smiles of the men in the camp and know they want to learn after working in the fields all day, we feel rejuvenated. Many of them are illiterate in Spanish. Some speak only Indian dialects. But we teach them what we can, many times using health, work, and legal concerns as the content—issues they face in every day life. Since we live just across the border in Mexico, we are already making plans to continue working with these men after the summer. All we have to do is find a little money to cover our gas and supplies.”

In areas where summer schools operate for only half days or four days a week, teachers may be scheduled to conduct activities on Fridays, after the school day, or at community sites.

In southern California, exchange teachers worked with in-school youth as well as emancipated youth, young adults, and parents in evening outreach programs. Teachers well versed in Adult Literacy, ESL, and Spanish for Spanish Speakers drove to rural labor camps to work with these groups. The crew leader supported the program by allowing teachers to use a cement slab with a roof for a rudimentary classroom. Twice a week, a station wagon full of teachers with flip charts, markers, slates, chalk, erasers, workbooks, and gas lanterns drove into the mountains to teach these eager students.

For many of the exchange teachers interviewed at this site, their experience was both disheartening and extremely gratifying. After interacting with these young migrant workers who were often traveling alone and far from home, the teachers realized more fully how isolated and in need of educational and social services many of their countrymen were.

Promoting Cultural Appreciation



The cultural and folk art activities that enhance much of the exchange teacher's lessons often require special materials. Teachers are accustomed to bringing a tremendous amount of materials with them from Mexico, along with several weeks' worth of clothing and personal necessities. Direct communication between the host program site and the exchange teacher may eliminate teachers bringing some of the items that are easily accessible in the U.S. By providing teachers with a list of classroom supplies that will be available and allowing them to submit lists of needed materials, duplication and unnecessary purchases can be avoided.

LESSONS LEARNED

Alabama has hosted one of the largest Binational Teacher Exchange Programs in the nation for many years, sponsoring over 20 Mexican teachers each summer and sending the same number of Alabama educators to Mexico annually. Several of the exchange teachers have returned to work in Alabama's migrant summer programs repeatedly. One exchange teacher spent four summers working in Alabama. When interviewed, these teachers said that the Alabama staff members made them "feel like part of the family." Alabama program administrators replied that they merely try to extend the same gracious hospitality Mexican binational officials offer them during their visits to Mexico. Alabama extends "southern hospitality" to their exchange teachers by greeting them with a Welcome Basket containing:

- Toiletries
- Area maps
- Coupons for shopping and attractions
- Phone calling card
- Stationery, envelopes, and stamps
- Disposable camera
- English/Spanish dictionary
- Snacks

Special events and cultural activities are also arranged, such as:

- Fourth of July fireworks displays
- Concerts and plays
- Gatherings at staff members' homes
- Meeting the governor and touring the capital
- Speaking at school board meetings
- Visits to museums, libraries, universities, parks, and historic sites
- ESL classes

Teachers also receive photo identification cards, e-mail accounts, and a Certificate of Appreciation bearing the Alabama seal and signed by the governor. While these "extras" require some effort, they convey an important objective of the Binational Teacher Exchange Program, which is to further understanding, appreciation, and positive relations between our two nations. Going the "extra mile" on behalf of exchange teachers places U.S. educators in the role of ambassador, reinforcing how valued the exchange teachers are as teachers, colleagues, and friends.



A. Parent & Community Outreach Efforts

One of the objectives of the Teacher Exchange Program is to support the education of binational students by also working with their parents. Many programs have documented increases in parental involvement as a result of the Teacher Exchange Program. Parents not only attended school conferences and meetings, but also participated in programs highlighting the culture and history of Mexico with their children.



LESSONS LEARNED

A site director in Washington was delighted with the work exchange teachers did in the community: “The summer exchange teacher was excellent! These teachers easily ‘touch’ the hearts of families and local staff.” The binational teacher enhanced the program staff’s ability to provide a wide range of quality services to more children and families from the targeted population.

Migrant programs in California host special meetings conducted by local Parent Advisory Councils (PACs) to support projects undertaken by the exchange teachers. Some examples include:

- Accompanying recruiters on home visits
- Assisting with summer school recruitment
- Following up on student absenteeism
- Explaining the Binational Transfer Document
- Speaking at parent meetings
- Participating in summer program cultural events
- Performing at fiestas, health, and community agency fairs
- Speaking at local businesses, churches, or civic organizations concerning the Binational Program, as well as the lifestyle and needs of binational migrant students and their families

LESSONS LEARNED

Parents empowered with a clear, detailed understanding of the workings and requirements of school systems are better able to support their children's educational pursuits. Binational exchange teachers assigned to work with parents can enhance the effectiveness of schools and migrant programs striving to involve parents in the educational process.

Exchange teachers have teamed with MEP staff to work on the following issues with migrant binational families:

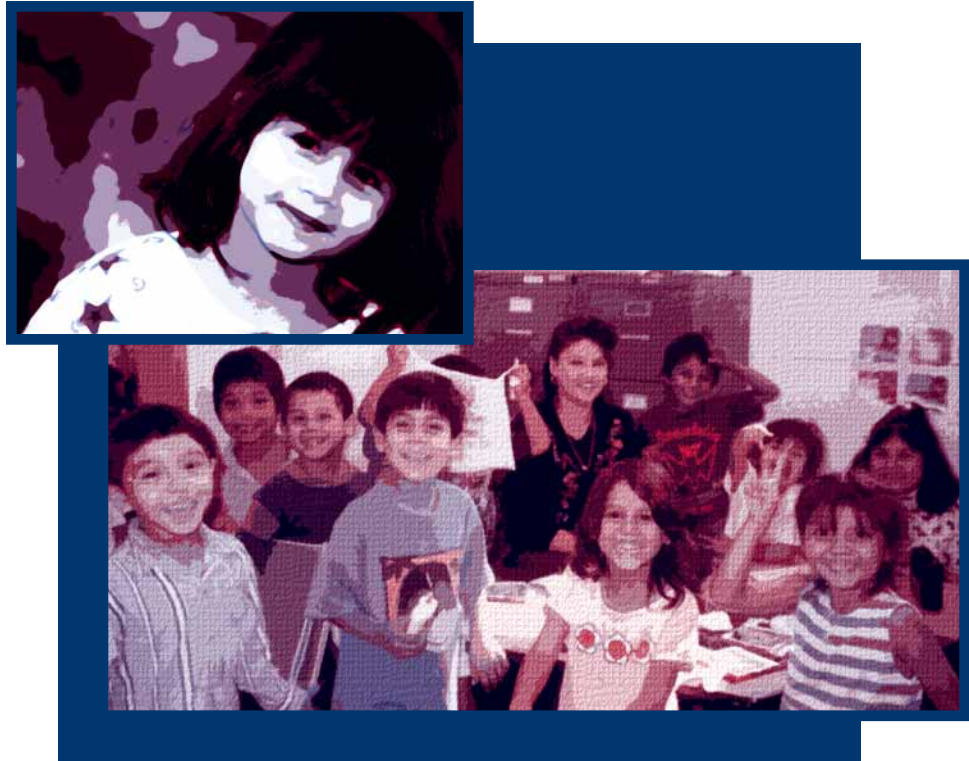
- The importance and benefits of education and literacy
- The workings and requirements of educational systems
- Attendance requirements, pupil progression, and retention policies
- The effects of mobility on children's education
- Rights and responsibilities of families and schools
- Accessing special programs and services
- Ways to support their children's education in the home

Additionally, host site and exchange teachers have shared information and experiences regarding:

- Parents' roles in the schools
- Parents' expectations of educators and the school system
- Educators' expectations of parents
- Manner and regularity of communication between home and school
- Family literacy and adult education offerings



Conclusion



It is hoped that this guide will inspire MEP administrators to further explore and ultimately implement the Binational Teacher Exchange Program. While arranging for lodging, meals, and transportation and dealing with visas and the INS may seem like daunting tasks, the benefits of the Exchange Program are well worth the effort.

Thousands of binational migrant students have had positive experiences with Mexican exchange teachers. Migrant parents have had the opportunity to relate to the teachers on many levels. U.S. educators, community members, and policymakers have worked together to design interventions to support the continuity of education for binational students and have learned a great deal about Mexican culture, history, traditions, educational systems, and issues affecting binational children and their families.

As more and more children of Mexican descent live and attend school in both Mexico and the United States, the Binational Teacher Exchange Program offers a viable way to support binational children's pursuits of education in both countries, truly making "education without borders" a reality.





**Convocatoria/Invitation
Binational Teacher Exchange Program Application
List of Title I Migrant State Directors
List of Mexican Consulates and
Mexican Cultural Institutes
Visiting Teacher Survey (English)
Visiting Teacher Survey (Spanish)
Activities Checklist and Timeline**

APPENDICES



Convocatoria/Invitation

The Secretariat of Foreign Affairs and
The Secretariat of Public Education of Mexico

invite

the Secretaries of Education of the states with a high degree of emigration, the coordinators of the Binational Migrant Education Program, the U.S. school districts, and the interested educational authorities of Mexico and the United States to participate in

the Mexico-United States Teacher Exchange Program.

Objectives

- To contribute to and reinforce knowledge about the history, culture, values, and national traditions of Mexican-origin students who live in the United States, reinforcing their identity and improving their education
- To encourage ongoing communication between U.S. and Mexican teachers so as to share educational experiences that facilitate obtaining greater advantage in the teaching-learning process at the basic and middle-upper educational levels
- Through teacher exchanges, to assist in improving the educational services offered to the Mexican and Mexican-descent school population living in the United States

I. Prerequisites for Participation

Educational institutions of both countries that participate will commit to:

- Cover the air transportation expenses of the teachers selected from their country
- Receive an equal number of teachers
- As hosts, provide food and lodging for the teachers they receive
- Guarantee that the participants draw up a work plan previously approved by both parties
- In the case of U.S. educational institutions, provide the visiting teachers with a stipend of no less than \$100 per week for personal expenses
- Ensure that all the participating teachers travel with medical and accidental insurance, and specify if they require any medical treatment
- Ensure that the teachers meet the immigration prerequisites to enter the country they visit
- Select the participating teachers according to the profile indicated in the following sections

II. The Mexican States

From the time this announcement is made, the Mexican states are to inform the Program for Mexican Communities Abroad of the Secretariat of Foreign Affairs (SRE) of the number of teachers they will sponsor, at the latest by **January** of each year.

The teacher selection process will be the responsibility of the secretariats or institutes of education of the participating Mexican states.

The Mexican teachers chosen and their respective resumes must be submitted to the SRE, attention Program for Mexican Communities Abroad [Ricardo Flores Magón No. 2 Col. Guerrero, México, D.F. 06995, tel. 01152 (55) 517-4276], at the latest by **February** of each year. The SRE will inform the Mexican states of who their counterpart exchange teachers from the United States will be.

The educational authorities of the participating Mexican states will inform the American exchange teachers at least one month in advance of their departure to Mexico about the food, lodging, and local transportation they will provide to the visiting teachers.

III. School Districts, Migrant Programs, and Local Educational Authorities in the United States

The local educational authorities in the United States that are interested in participating in the exchange program are to inform Mexico of the number of Mexican teachers they will receive each summer, or for the season they consider most suitable, through the Mexican consulates in that country, at the latest by **January** of each year. They will also indicate the precise dates of the teachers' stay, and the type of program they will participate in, or the grade level they will teach. All particular requirements of the Mexican teacher profile desired must be stated prior to that date.

The U.S. school district and institutions should fulfill all required transactions with the American authorities for the "J-1" visa, at the latest one month before the Mexican teachers are required. The U.S. school districts and institutions must inform their counterpart at least one month in advance, about the food, lodging, and local transportation they will provide for the visiting teachers.

The process for selecting the U.S. teachers who will go to Mexico will be the responsibility of the school districts or of the educational institutions that have bilingual or migrant education programs.

The U.S. states must provide information on the American teachers selected for the exchange to Mexico, and the dates when those teachers will visit Mexico, at latest one month before their arrival.

IV. Selection Profile

Mexican Teachers

- Bachelor's degree in the area of pedagogy/certificate-diploma from the Normal School or Upper Normal School
- Availability to be out of the country from four to six weeks
- Minimum three years of classroom experience as a group teacher
- Certain mastery of the English language that permits verbal communication
- A spirit of service; be a dynamic, creative individual
- Willing to cooperate in the community or extracurricular activities requested
- Knowledge of the educational problems of the Mexican rural environment

- General knowledge of the Mexican educational system
- Knowledge of Mexico's history, traditions, and culture
- Experience in designing educational programs and materials

In some cases, they will have to know and handle the dynamics of integration and motivation, sing school and popular songs, or have manual abilities and perform regional dances.

U.S. Teachers

- Teacher of bilingual or migrant programs; knowledge of the educational problems of Hispanic children in the United States
- Willingness to cooperate with Mexico in exchanging teaching methods and educational technology
- A certain mastery of Spanish that allows verbal communication without the need of a translator
- Availability to be absent from the country for one to two weeks
- Experience as a teacher of Hispanic children and young people
- Ability to explain the American educational system and the system of his/her school district
- Interest in learning about the communities of origin of the Mexican migrants
- A spirit of service and willingness, in addition to being a dynamic, creative individual
- Willingness to work in front of a group and delve into an understanding of the culture and traditions of Mexican children and young people in order to reach a minimum level of understanding of the Mexican child's behavior in U.S. schools

V. Work Plan

1. The work plan will be drawn up by mutual agreement with the counterpart, considering that the topics of interest must coincide for the parties. The following information about needs and responsibilities should be presented in the work plan:
 - Preschool education
 - Elementary education
 - Secondary education
 - Indigenous education
 - School administration
 - School for parents
 - Mexican culture and traditions

2. In general, a list of some of the activities Mexican teachers in the United States are expected to perform by mutual agreement with the counterpart:
 - Direct teaching of students
 - Community work
 - Workshops for teachers on Mexican history and culture, teaching of reading and writing, Mexican educational system
 - Workshops for parents
 - Advice on preparing and using didactic materials
 - Advice on curricular contents in order to improve programs for Mexican children and young people living in the United States

3. The following are activities U.S. teachers might perform during their stay in Mexican schools:
 - Work in a classroom setting
 - Interviews with children and parents
 - Academic work with Mexican teachers in order to understand the teaching methods of English as a foreign language
 - Visits to the communities from which migrants originate
 - Trips through the main historical and cultural centers of the town

VI. General Information

1. In **early March** of each year and together with the participating states, the SRE will distribute or assign the Mexican teachers among the U.S. schools that have shown an interest in receiving them. The assignment will be made taking into account the requests and specific requirements of the U.S. school districts.
2. Once the distribution has been made, both the Mexican Consulates and the local educational authorities in the United States will establish direct communication with the Mexican counterparts to establish the logistical details of the exchanges (dates, flight information, lodging, etc.) and prepare the respective work plan.
3. In the case of programs that involve the participation of native language teachers, the requirement for mastery of the English language may be eliminated.
4. The participating teachers of both countries will have to prepare a report on the activities they performed during their participation in the exchange program and make the recommendations they consider appropriate.
5. If the parties consider it suitable, the U.S. teachers may visit Mexico before their Mexican counterparts visit the United States.
6. Both the Mexican states and the local U.S. educational authorities will have to confirm before the dates indicated in sections II and III if they are able to receive or send teachers during the regular class term (in other words, not in summer), with the understanding that the period of stay must not exceed six weeks.
7. In presenting a candidate, the sponsoring educational institution will have to indicate the specialty or specialties of the teacher in question, in keeping with the seven areas of interest specified in the Work Plan.
8. The total number of teachers participating in the exchange program will be determined by the number of educational institutions in the two countries that are interested in collaborating on this project. Therefore, if there is an excess of teachers on the part of either country, the inviting secretariats or departments do not commit to find a counterpart for all the candidates who appear.

For further information, contact:

Programa para las Comunidades
Mexicanas en el Exterior. SRE
Ricardo Flores Magón N°2, Basamento ala “B”
Col. Guerrero, México, D.F. 06995
Tel. 01152 (55) 517-4276
sorozco@sre.gob.mx



Binational Teacher Exchange Program Application

I. General Data

1. Name of the Organization or Institution _____

2. Name of Principal _____

3. Address _____

City _____ State _____ ZIP Code _____

Telephone: _____ Fax: _____

4. Local Coordinator of Exchange Program _____

5. Address _____

City _____ State _____ ZIP Code _____

Telephone: _____ Fax: _____

6. State the total number of Hispanic students attending your institution and the percentage of those who are of Mexican origin.

7. How many Mexican teachers do you need?

II. Type of Activities to be Performed by the Mexican Teacher

8. Type of program in which teacher will participate:

- Nine-month school year
- Summer school
- Year-round school
- Migrant program
- Bilingual program
- English as a second language
- Other

Specify _____

9. State the teaching level in which the Mexican teacher will be placed:

- Pre-school
- Elementary
- High school
- Other

Specify _____

10. In general, indicate some of the activities that the Mexican teacher might perform; point out your institution's priorities:

- Teaching a group
- Assisting a teacher
- Working with parents
- Advising in the elaboration and use of educational materials
- Workshops about Mexican history, traditions, and culture
- Workshops for teachers regarding the Mexican educational system
- Teaching reading and writing of the Spanish language
- Self-esteem and identity of the Mexican or Mexican-American students
- Other activities

Specify _____

11. Are you going to schedule a training course or seminar prior to the beginning of the activities? If yes, indicate the length and dates:

12. Provide information regarding the local U.S. school population to be attended by the Mexican teachers. Ethnic origin of the students:

- Mexican
- Mexican-American
- Latino (other than Mexican origin)
- Other

Specify _____

14. Average age _____

15. Number of groups _____

16. Number of students per group _____

17. Schedules _____

III. Information about Requirements of the Sponsoring Institutions or Organizations for Mexican Teachers Participating in this Program

18. The room and board and meals will be provided at:

- Family home Hotel Youth hostel or shelter

19. Name of the family, hotel, or youth hostel _____

Address _____

City _____ State _____ ZIP Code _____

Telephone: _____ Fax: _____

21. Arrival date to the host city _____

22. Departure date to Mexico _____

(The stay must be for a minimum of 3 weeks and a maximum of 8 weeks)

If the city does not have an airport, please indicate the nearest one and how far away it is from the city (in distance and in time).

IV. Profile of the Mexican Exchange Teacher

Preferences

23. Gender: Male Female No preference

24. Is it important for you that the Mexican exchange teacher has a good command of the English language?

- Yes, it is very important.
 I would prefer that he/she has a good command of English.
 No, it is not essential.

Note: the number of teachers that are 100% bilingual is limited.

25. Mention any other requirements that you have regarding the Mexican exchange teacher:

26. Is the Mexican teacher's state of origin important?*

- Yes, it is important It is preferential Not especially
If it is important, please indicate the state from which you would like him/her to come:
*(Subject to availability)

27. Are you requesting a teacher who has participated in the exchange program in past years? yes no

If so, please indicate name of teacher being requested: _____

V. Overview Second Part of the Teacher Exchange Program Observations and Recommendations

Note:

I understand that, as a participant in the teacher exchange program, I am obliged to send to Mexico one teacher per Mexican teacher I have received at this school. The deadline to carry out the second part of the program is December of the current year. The dates may be programmed for any time within the school year except for vacation period of Easter, summer vacation, and Christmas holidays. The summer in Mexico is from JULY to AUGUST.

The visit of the U.S. teachers to Mexico must be scheduled two months in advance of their trip.

The deadline to receive applications to host a Mexican teacher is March 1 of each year.

Applications will be on a "first-come, first-served" basis; therefore, it is highly recommended that applications be made as early as possible before the deadline expires.

The total number of participating teachers in the exchange program will be determined by the number of educational institutions of both countries interested in collaborating in this program. If there are more teachers requesting to participate than the available counterparts, the corresponding U.S. and Mexican authorities are not obligated to find additional counterparts.

Signature of the Applicant

Place

Day/Month/Year

Title I Migrant Education Program State Directors

The following Migrant Education Program State Directors can be contacted regarding the Binational Teacher Exchange Program.

Alabama

Dr. Catherine Moore
State Program Federal Coordinator
Alabama Department of Education
5348 Gordon Persons Building
50 North Ripley Street
Montgomery, Alabama 36104
Telephone: (334) 242-8199
Fax: (334) 242-0496
E-mail: cmoore@alsde.edu

Ms. Maggie Rivers
Migrant Education Program
Alabama Department of Education
5348 Gordon Persons Building
50 North Ripley Street
Montgomery, Alabama 36104
Telephone: (334) 242-8199
Fax: (334) 242-0496
E-mail: mrrivers@alsde.edu

Arkansas

Mr. William Cosme, Director
Migrant Education Program
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, Arkansas 72201
Telephone: (501) 324-9660
Fax: (501) 324-9694
E-mail: wcosme@arkedu.k12.ar.us

California

Dr. Larry Jaurequi, Director
Migrant Education Office
State Department of Education
721 Capitol Mall, 2nd Floor
P.O. Box 944272
Sacramento, California 94244-2720
Telephone: (916) 657-2561
Fax: (916) 657-2869
E-mail: LJAUREQU@CDE.CA.GOV

Colorado

Mr. Bernie Martinez, Director
Migrant Education Project
Colorado Department of Education
201 East Colfax, Room 401
Denver, Colorado 80203-1704
Telephone: (303) 866-6870
Fax: (303) 866-6637
E-mail: martinez_b@CDE.STATE.CO.US

Florida

Mr. Rony Joseph
Director, Title I/Migrant Programs
Bureau of Equity, Safety and School Support
325 West Gaines Street, Suite 306
Tallahassee, Florida 32399-0400
Telephone: (850) 487-3530
Fax: (850) 922-9648
E-mail: JosephR@mail.doe.state.fl.us

Georgia

Dr. Robert Bonner, Program Manager
Federal Programs
Georgia Department of Education
205 Butler Street
Twin Towers East, Suite 1852
Atlanta, Georgia 30334
Telephone: (404) 656-2436
Fax: (404) 651-8079
E-mail: rbonner@doe.k12.ga.us

Ms. Mary Jo Crawford
Georgia Department of Education
Migrant Education Program Specialist
205 Butler Street
Twin Towers East, Suite 1852
Atlanta, Georgia 30334
Telephone: (404) 656-4995
Fax: (404) 651-8079
E-mail: mjcrowfo@doe.k12.ga.us

Idaho

Ms. Irene Chavolla
State Coordinator, Migrant Education
Compensatory Education Division
Idaho State Department of Education
650 West State Street
Boise, Idaho 83720-0027
Telephone: (208) 332-6907
Fax: (208) 332-6966
E-mail: ICHAVOLL@SDE.STATE.ID.US

Illinois

Mr. David Gutiérrez
Migrant Education Program
Illinois State Board of Education
100 North First Street - E233
Springfield, Illinois 62777-0002
Telephone: (217) 782-5728
Fax: (217) 524-9354
E-mail: dgotierr@isbe.net
E-mail: CMATAWOO@isbe.net (Carolina
Mata-Woodruff)

Michigan

Ms. Linda Brown
Assistant Director, Office of Field Services
Michigan Department of Education
608 West Allegan
P.O. Box 30008
Lansing, Michigan 48909
Telephone: (517) 373-3921
Fax: (517) 335-2886
E-mail: brownlq@state.mi.us

Ms. Linda Forward
Migrant Education Program Director
Office of Field Services
Michigan Department of Education
608 West Allegan
P.O. Box 30008
Lansing, Michigan 48909
Telephone: (517) 373-6066
Fax: (517) 335-2886
E-mail: forwardl@state.mi.us

Montana

Ms. Angela Branz-Spall
Director, Title I Migrant Program
Office of Public Instruction
1300 11th Avenue
State Capitol
Helena, Montana 59620-2501
Telephone: (406) 444-2423
Fax: (406) 449-7105
E-mail: ANGELAB@STATE.MT.US

Nebraska

Dr. Elizabeth (Betty) Alfred
Director, Migrant Education
Nebraska Department of Education
301 Centennial Mall South
Box 94987
Lincoln, Nebraska 68509
Telephone: (402) 471-3440
Fax: (402) 471-2113
E-mail: Balfred@nde.state.ne.us

New York

Dr. Nancy W. Croce
Migrant Education Director
New York State Education Department
Room 461, Education Building Annex
88 Washington Avenue
Albany, New York 12234
Telephone: (518) 473-0295
Fax: (518) 474-1405
E-mail: ncroce@mail.nysed.gov

Ohio

Mr. Casimiro Martinez
State Director of Migrant Education
Office of Reform and Federal
Student Programs
25 South Front Street, Mail Stop 404
Columbus, Ohio 43215-4183
Telephone: (614) 728-1638
Fax: (614) 752-1622
E-mail: Casimiro.Martinez@ODE.state.oh.us

Oregon

Mr. Merced Flores
Associate Superintendent
Office of Student Services
Public Services Building
255 Capitol Street, NE
Salem, Oregon 97310-0203
Telephone: (503) 378-3600 ext 2701
Fax: (503) 373-7968
E-mail: merced.flores@state.or.us

Pennsylvania

Dr. Manuel Recio, Chief
Division of Migrant Education
State Department of Education
333 Market Street, 7th Floor
Harrisburg, Pennsylvania 17126-0333
Telephone: (717) 783-6466 & (717) 783-
6464 (Direct State Director line)
Fax: (717) 783-4392
E-mail: MRECIO@STATE.PA.US *or*
RECIO@AOL.COM

Texas

Mr. Sigifredo H. Huerta, Director
Division of Migrant Education
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494
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Fax: (512) 463-9759
E-mail: shuerta@tea.state.tx.us

Washington

Dr. Richard Gómez, Jr.
Director, Migrant & Bilingual Programs
Office of the Superintendent of
Public Instruction
Old Capitol Building
600 Washington St., SE
P.O. Box 47200
Olympia, Washington 98504-7200
Telephone: (360) 725-6150
Fax: (360) 664-2605
E-mail: RGomez@ospi.wednet.edu

Wisconsin

Dr. Myrna Toney
Special Needs Section
State Department of Public Instruction
125 South Webster Street
Box 7841
Madison, Wisconsin 53702
Telephone: (608) 266-2690
Fax: (608) 267-0364
E-mail: Myrna.toney@dpi.state.wi.us

Additional Listings for Information Regarding the Binational Teacher Exchange Program

Francisco Garcia, Director
Office of Migrant Education
Office of Elementary and
Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
(Room 3E317—FOB-6)
Washington, D.C. 20202-6135
Telephone: (202) 260-1164

Frank Contreras, Director
Center for Migrant Education
Southwest Texas State University
601 University Drive
San Marcos, Texas 78666
Telephone: (512) 245-1365
Toll-free: (866) 245-1365
Fax: (512) 245-0588

Bob Levy, Director
ESCORT
305 Bugbee Hall
State University of New York College
at Oneonta
Oneonta, New York 13820
Toll-free: (800) 451-8058
FL Office Toll-free: (800) 756-9003
Telephone: (607) 432-0781
Fax: (607) 432-7102

List of Mexican Consulates and Mexican Cultural Institutes

Get more information from the nearest Mexican Consulate or Mexican cultural institute:

Mexican Consulate Offices in the U.S.

Albuquerque	(505) 247-2139	New Orleans	(504) 522-3596
Atlanta	(404) 266-1204	New York	(212) 217-6400
Austin	(512) 478-9031	Omaha	(402) 731-1137
Boston	(617) 426-8782	Orlando	(407) 894-0514
Brownsville	(956) 542-2051	Oxnard	(805) 483-4684
Calexico	(760) 357-3880	Philadelphia	(215) 625-4897
Chicago	(312) 855-0056	Phoenix	(602) 249-2735
Corpus Christi	(361) 882-3375	Portland	(503) 229-0790
Dallas	(214) 634-7341	Presidio	(915) 229-2788
Del Rio	(830) 775-6031	Raleigh	(919) 754 1726
Denver	(303) 331-1110	Sacramento	(916) 441-3287
Detroit	(313) 964-4515	Salt Lake City	(801) 521-8502
Douglas	(520) 364-3107	San Antonio	(210) 227-1085
Eagle Pass	(830) 773-9255	San Bernardino	(909) 889-9836
El Paso	(915) 533-3644	San Diego	(619) 231-8414
Fresno	(559) 233-3067	San Francisco	(415) 392-5554
Houston	(713) 339 4710	San José	(408) 294-3414
Laredo	(956) 723-6369	Santa Ana	(714) 835 3069
Los Angeles	(213) 351-6800	Seattle	(206) 448-6819
McAllen	(956) 686-0243	St. Louis	(314) 436-3426
Miami	(305) 716-4977	Tucson	(520) 882-5595
Midland	(915) 687-2334	Washington, DC	(202) 736-1000
Nogales	(520) 287-3381		

Mexican Cultural Centers and Institutes in the U.S.

Atlanta	(404) 264-1240 266-1932	Sacramento	(916) 446-3691
Chicago	(312) 255-1556	San Antonio	(210) 227-0123 227-5018
Denver	(303) 331-1870 331-1872	San Diego	(619) 231-8414, Ext. 53
Detroit	(313) 567-7577 567-7567 567-7709	San Francisco	(415) 393-8003
El Paso	(915) 533-6311	San José	(408) 294-3415 294-8602 297-1942
Fresno	(559) 445-2615 265-4520	Seattle	(206) 448-8938
Houston	(713) 778-6116 772-4435	St. Louis	(314) 436-2695
Laredo	(956) 723-6369	Tucson	(602) 628-7678 884-1121
Los Angeles	(213) 624-3682 624-3660	Washington, DC	(202) 728-1628 728-1629
McAllen	(956) 686-0243 624-0244		
Miami	(305) 716-4977 716-4978		
New Orleans	(504) 522-3696 525-1105		
New York	(212) 217-6420 217-6440		
Orlando	(407) 420-6896		
Philadelphia	(215) 933-4262 592-0410		
Phoenix	(602) 271-4858		
Portland	(503) 274-9973		

If you prefer, you can contact the program offices directly:

Programa para las Comunidades Mexicanas en el Exterior
 Secretaría de Relaciones Exterior
 Ricardo Flores Magón número 2
 Basamento ala "B"
 Col. Guerrero, México DF 06995
 Tel: 01152 (55) 517-4276
 Fax: 01152 (55) 517-4346
 E-mail: sorozco@sre.gob.mx

Visiting Teacher/Instructor Survey (English)

Teacher from Mexico visiting U.S.

As part of an effort to better understand and improve the quality of the Binational Migrant Education Teacher Exchange Programs, we are asking all teachers and instructors who have participated in the program during the summer of this year to please take a few minutes to complete this survey.

City and state in Mexico of participating teacher or instructor _____

Position of teacher or instructor and/or grade level in Mexico
(e.g., primaria, secundaria, preparatoria) _____

Name of city(ies) and state(s) visited in the United States: _____

Is this the first time you have participated in the Teacher Exchange Program? yes no

If yes, how many times have you participated in the past? _____

Length of visit: Departure date _____ Return date _____
day/month/year day/month/year

Lodging with family hotel
 other (Describe:) _____

List sites visited while in the U.S. _____

Preparation for Visit to the United States (U.S.)

Based on your experiences, please rate the quality of the:	Poor	Fair	Good	Excellent	N/A
Orientation you received to prepare you for your visit to the U.S.	1	2	3	4	N/A
Resources available to help you learn about your destination city and school	1	2	3	4	N/A
Travel to your destination in the U.S.	1	2	3	4	N/A

N/A = Not Applicable

Types of Activities Experienced in the United States (U.S.)

Based on your experiences in the U.S., please rate the quality of the:	Poor	Fair	Good	Excellent	N/A
Housing facilities while in the U.S.	1	2	3	4	N/A
Transportation provided to you while in the U.S.	1	2	3	4	N/A
School site visit(s) if applicable	1	2	3	4	N/A
Interactions with U.S. school administrators and/or teachers	1	2	3	4	N/A
Interaction with migrant students at the U.S. school site(s)	1	2	3	4	N/A
Interaction with migrant parents at the U.S. school	1	2	3	4	N/A
Others? (Please list and rate)					
_____	1	2	3	4	N/A
_____	1	2	3	4	N/A

1. Please list and describe the services you provided.

2. Please describe two of the most rewarding aspects of your experience.

3. Please share any ideas for improving the program.

Visiting Teacher/Instructor Survey (Spanish)

Encuesta para los Maestros Visitantes

Para poder entender y mejorar la calidad del Programa Binacional de Intercambio de Maestros de Migrantes, les estamos pidiendo a todos los maestros que han participado en el programa durante el verano de este año que por favor nos ayuden a contestar esta encuesta para poder continuar con nuestros esfuerzos de servirles mejor.

Nombre de la Ciudad y Estado donde vive el maestro en México _____

Capacidad en que se usó al maestro y/o en que grado en México (e.g., primaria, secundaria, preparatoria) _____

Nombre de la Ciudad(s) y Estado(s) donde estuvo el maestro en los Estados Unidos _____

¿Es ésta la primera vez que participa en el Programa de Intercambios de Maestros? si no

Si contesta que si ¿cuántas veces ha participado anteriormente? _____

¿Cuál es el programa en el que usted está participando? (circule uno) *Intercambio de Maestros*

¿Cuánto tiempo duró su visita? Fecha de salida _____ Fecha de regreso _____
día/mes/año día/mes/año

Hospedaje con familia hotel otro—describa _____

Liste visitas a lugares durante su estancia en los Estados Unidos _____

Preparación para Visitar los Estados Unidos (EUA)

Basado en sus experiencias, por favor califique la calidad de:	Mala	Regular	Buena	Excelente	N/A
...orientación recibida para prepararlo para su visita a los Estados Unidos.	1	2	3	4	N/A
...recursos disponibles para ayudarlo a aprender más sobre la ciudad y la escuela que usted iba a visitar.	1	2	3	4	N/A
...información de como llegar al lugar asignado a usted en los Estados Unidos.	1	2	3	4	N/A

N/A = No se Aplica

Tipos de Actividades Experimentadas en los Estados Unidos

Basado en sus experiencias, por favor califique la calidad de:	Mala	Regular	Buena	Excelente	N/A
... vivienda en condiciones apropiadas durante su estancia en los Estados Unidos.	1	2	3	4	N/A
... transportación proveída durante su estancia en los Estados Unidos.	1	2	3	4	N/A
... visitas a otras escuelas (solamente si es aplicable).	1	2	3	4	N/A
... interacciones con los administradores o con los maestros de la escuela.	1	2	3	4	N/A
... interacciones con estudiantes migrantes en las escuelas en los Estados Unidos.	1	2	3	4	N/A
... interacciones con padres migrantes en las escuelas de los Estados Unidos.	1	2	3	4	N/A
... ¿Otro? (Describa la actividad y califique)	1	2	3	4	N/A

1. Por favor liste y describa los servicios que usted ofrece.

2. Por favor describa dos de los aspectos más gratificantes en su experiencia del intercambio.

3. Por favor comparta sus ideas de como se puede mejorar este programa.

Activities Checklist and Timeline

Proposed Timeline	Activity	Status
November	Establish partnership with sponsoring institution such as school district, state education department, or university to begin “J-1” visa process.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
December	Mexican Consulates in the U.S. send Binational Teacher Exchange Program Invitations and Applications to state and district MEP administrators.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
January	Survey schools, migrant programs, and community agencies that conduct summer programs for migrant students to determine their interest in hosting binational exchange teacher(s).	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
January	Make presentation to local school board to receive approval for plans to implement Binational Teacher Exchange Program.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
January	Review costs of sponsoring binational exchange teacher(s) and begin developing program budget.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
Late February	The Secretariats of Education of each participating Mexican state submit a list of selected teachers, along with their resumes, to the SRE to be assigned to sites.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
Early March	March 1, MEP administrators submit completed applications to their U.S.–Mexican Consulate.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
Early March	Make arrangements to go to Mexico to interview available exchange teachers, conduct interviews by telephone, or request that MEP directors going to Mexico to interview teachers make recommendations for teachers meeting identified profile.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
Mid-March	The SRE, along with participating Mexican states, assigns teachers to migrant program sites, based on interviews and the information submitted by MEP administrators on the program application.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
Late March	Sponsoring organization or MEP sends official invitation letter and forms necessary for securing “J-1” visas to selected binational exchange teacher(s).	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
Late March	Begin making arrangements for room, board, transportation, program teaching assignment, and stipends for binational exchange teacher(s).	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
April	Initiated by the Mexican Consulates in the U.S., direct lines of communication are established among the Mexican Consulates, MEP administrators, Mexican state-level binational contacts, and exchange teachers to discuss programmatic and logistical information. The specific teacher information is provided for required visa.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress

April	Secure local resources for potential medical requirements, banking, or other personal needs that may arise during teachers' visit.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
April	Make arrangements for orientation and staff development activities for local staff and exchange teacher(s).	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
April	Ensure that all necessary requirements for "J" visas are completed at least one month prior to teachers' arrivals.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
May	Schedule cultural enrichment activities and opportunities for exchange teacher(s) to interact with parents.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
May	Mexican Consulates and MEP administrators finalize arrangements for lodging, food, local transportation, and stipend with Mexican sending state binational contacts and exchange teachers at least one month prior to teachers' arrival.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
May	Send exchange teacher(s) a list of classroom resources and supplies that will be provided for them as well as specific resources they should bring, if possible (i.e., dance costumes, traditional music, arts and crafts material, maps and historical information, etc.).	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
Mid-May	The SRE, along with participating Mexican states, informs Mexican Consulates and receiving MEP administrators of arrival information and finalizes local transportation to program site.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
Late May	Plan for end of program cultural activity, fair, or fiesta with program staff, teachers, students, parents, school and community members, and media representatives.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
Late May	Arrange for exchange teacher(s) to receive photo ID cards.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
July–August	Data-gathering materials regarding the implementation of all components of the BMEP sent to MEP state directors by the Center for Migrant Education.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
August–September	Completed data gathering surveys and reports submitted by state directors to the Center for Migrant Education.	<input type="checkbox"/> Received <input type="checkbox"/> Completed <input type="checkbox"/> In Progress

For further information regarding the Binational Migrant Education Program and the Teacher Exchange Program, contact the U.S. Department of Education's Office of Migrant Education or the Center for Migrant Education at Southwest Texas State University, which is currently coordinating binational efforts. Contact information for the Center is listed below.

Frank Contreras, Director
 Andrea B. Vázquez, Assistant Director
Center for Migrant Education
Southwest Texas State University
 601 University Drive
 San Marcos, Texas 78666

Phone: (512) 245-1365
Toll Free: (866) 245-1365
Fax: (512) 245-0588
E-mail: fc10@swt.edu or ab29@swt.edu
Website: www.migrantedu.com



