

# Module 6

## Including Binational Migrant Students in State MEP Comprehensive Needs Assessments and Service Delivery Plans



# Outcomes



- \* **Define** a Binational student using the U.S. definition
- \* **Articulate** and/or **outline** a process for identifying Binational students
- \* **Describe** data that can be used in the CNA process to identify Binational students' unique needs
- \* **Describe** how the CNA will inform unique services to be included in the SDP
- \* **Access** promising practices and/or resources available to address the unique needs
- \* **Understand** how to measure reported program services to determine effectiveness

# Definition of a Binational Student

- \* A binational student is an eligible migrant student who moves between Mexico and the United States with his/her parents or as an emancipated youth at least once in the last 36 months.



# Why look at binational migrant students as a subgroup?

- \* Many migrant students have a Mexican heritage; however, students that move back and forth between the U.S. and Mexico have unique needs related to understanding and adjusting to the differences between the two countries.

Culture

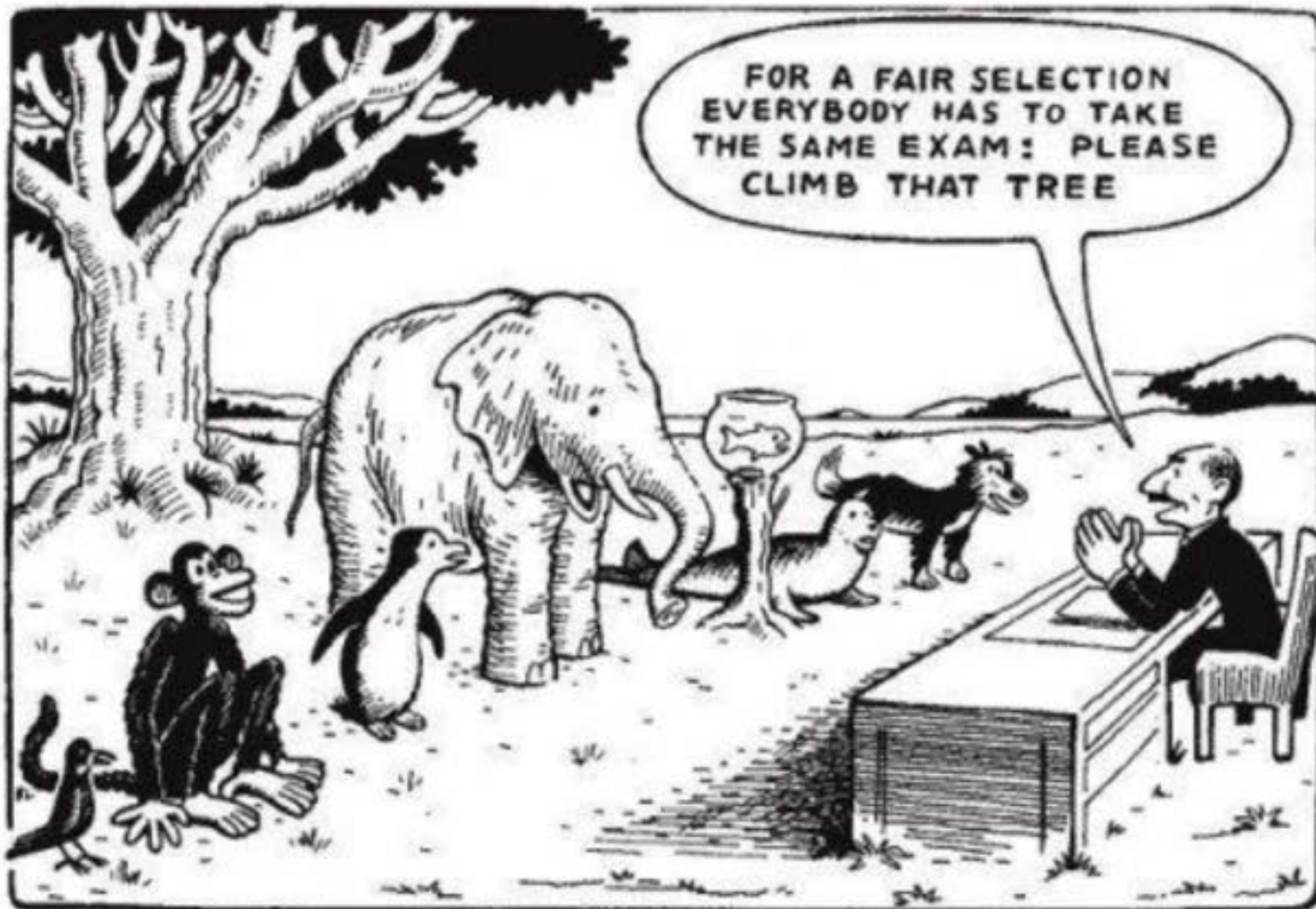
Educational system

Language

Living conditions

Social norms

# Why look at binational migrant students as a subgroup?



# Small Group Activity 1 – “Identification of Binational Migrant Students”

- \* You have time to work in small groups (3-4).
- \* Select a recorder and a reporter for each group.
- \* Discuss the following two questions:
  1. Does your state identify Binational migrant students as a subgroup?
  2. If so, how do you identify them?
- \* The reporter will share the responses during the sharing.

# Sharing



# Identification of Binational Migrant Students

## Questions to ask families while completing a Certificate of Eligibility (COE)

- \* *Have any of the children on this COE traveled to, or from, Mexico in the last three years?*





# Identification of Binational Migrant Students

As you review the COE consider the following:

- \* families may stop in a state on the way to your state
- \* we may not know that they have traveled from Mexico.

NATIONAL CERTIFICATE OF ELIGIBILITY													
<b>I. FAMILY DATA</b>													
Male Parent/Guardian: Last Name _____ First Name _____						Female Parent/Guardian: Last Name _____ First Name _____							
Current Address: _____						City: _____		State: _____		Zip: _____		Telephone: _____	
<b>II. CHILD DATA</b>													
Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	Birth Date	MI	Code	Residency Date				
<b>III. QUALIFYING MOVE &amp; WORK</b>						<b>IV. COMMENTS (Must include 2b, 4c, 5, 6a and 6b of the Qualifying Move &amp; Work Section, if applicable.)</b>							
1. The child(ren) listed above moved from a residence in _____ to a residence in _____						I understand the purpose of this form is to help the State determine if the child(ren)/youth listed above is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.  Signature _____ Relationship to the child _____ Date _____							
2. The child(ren) moved (complete both a. and b.): a. <input type="checkbox"/> on own as worker, OR <input type="checkbox"/> with the worker, OR <input type="checkbox"/> to join or precede the worker. b. The worker, _____ is the child or the child's <input type="checkbox"/> parent <input type="checkbox"/> spouse <input type="checkbox"/> guardian. i. (Complete if "to join or precede" is checked in 2a.) The worker moved on _____ The child(ren) moved on _____ (provide comment)													
3. The Qualifying Arrival Date was _____													
4. The worker moved due to economic necessity in order to obtain: a. <input type="checkbox"/> qualifying work, and obtained qualifying work, OR b. <input type="checkbox"/> any work, and obtained qualifying work soon after the move, OR c. <input type="checkbox"/> qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work: i. <input type="checkbox"/> the worker has a prior history of moves to obtain qualifying work (provide comment), OR ii. <input type="checkbox"/> there is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).													
5. The qualifying work _____ was (make a selection in both a. and b.): a. <input type="checkbox"/> seasonal OR <input type="checkbox"/> temporary employment <input type="checkbox"/> if applicable, check <input type="checkbox"/> personal assistance (provide comment) b. <input type="checkbox"/> agricultural OR <input type="checkbox"/> fishing work													
6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on: a. <input type="checkbox"/> worker's statement (provide comment), OR b. <input type="checkbox"/> employer's statement (provide comment), OR c. <input type="checkbox"/> State documentation for _____													
<b>V. PARENT/GUARDIAN/SPOUSE/WORKER SIGNATURE</b>						<b>VI. ELIGIBILITY DATA CERTIFICATION</b>							
National COE Template						Signature of Designated SEA Reviewer _____ Date _____							

# Identification of Binational Migrant Students

If your state does not currently identify Binational migrant students, it may be helpful to learn from other states.

- \* 1) Oregon: Revised the COE to include a place where recruiters ask if any of the children have traveled to Mexico in the last three years.
- \* 2) Pennsylvania: Added a question on the needs assessment to determine if the family has been in Mexico in the last three years.
- \* 3) Colorado: provides an additional form for BN students

## Small Group Activity #2 – Identifying Students That Come Directly From Mexico

- \* You will have 20 minutes to work in small groups of 3-4.
- \* Select a recorder and a reporter.
- \* Brainstorm other ways of identifying binational students.
- \* The reporter will share the responses during the debrief.

# Sharing



# Identification of Binational Migrant Students

- \* If your state does identify Binational migrant students, do you disaggregate data for this subgroup?
- \* If not, **start disaggregating data!**
- \* Disaggregation of data should include:
  - \* Migrant Priority for service (PFS)
  - \* Migrant Non-PFS
  - \* Non-Migrant students



# Academic Needs of Binational Migrant Students

- \* If you already disaggregate data for Binational migrant students, look at the specific needs of this sub-population (include academic and support service needs).

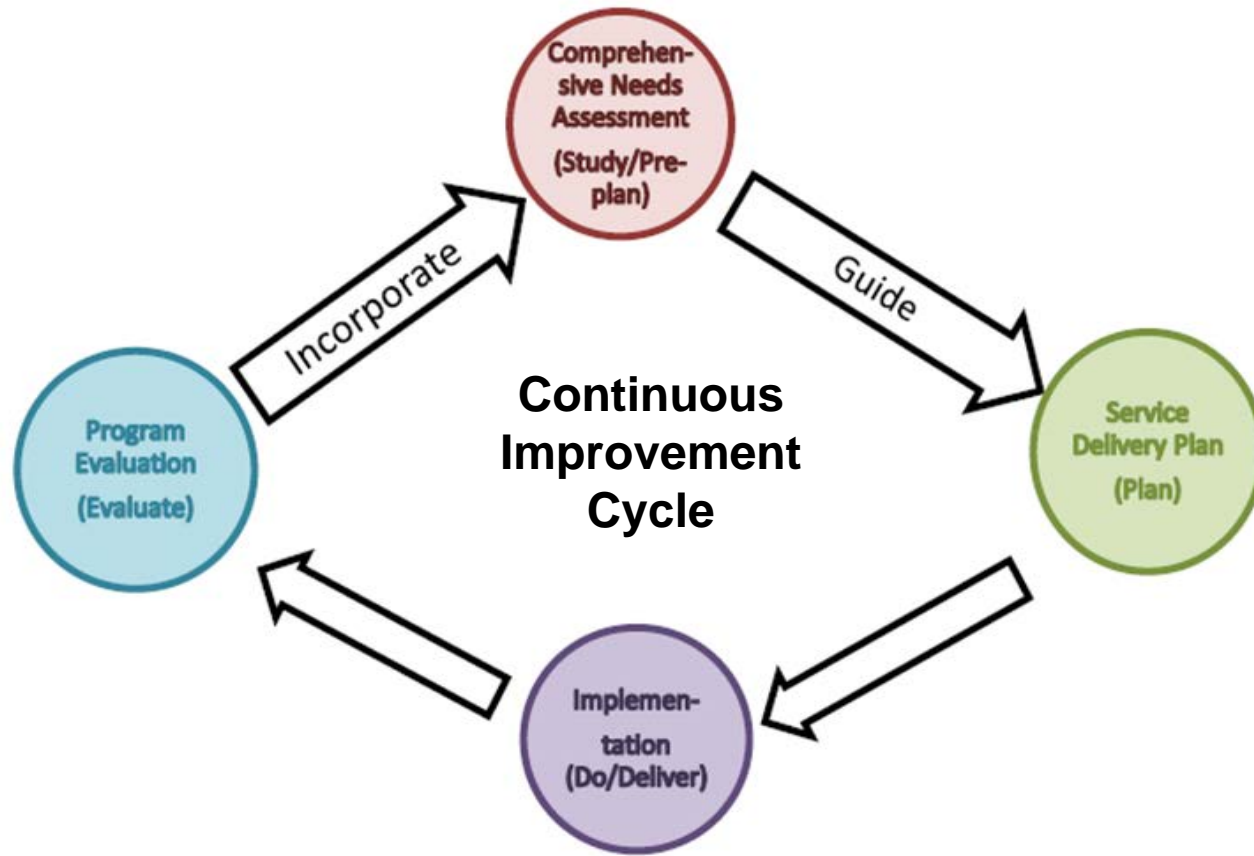


# Academic Needs of Binational Migrant Students

- \* State assessment data for reading, math, graduation, and any other Measurable Program Outcomes (MPOs) identified in your State's CNA and SDP academic needs of binational migrant students.



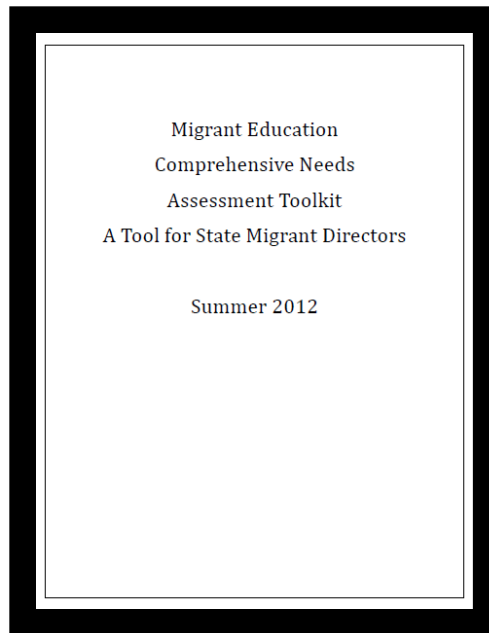
# CNA, SDP, and Evaluation





# For Guidance on CNA and SDP

- \* Go to OME's CNA and SDP Toolkits found on the RESULTS website at <http://results.ed.gov/>



# Migrant Education Program Questions – Academic Needs

The MEP should consider these questions regarding the needs of Binational migrant students.

- \* What do you feel are the greatest educational needs of Binational migrant students that you serve?
- \* What **evidence** or **data** do you have to support your conclusions?



# Migrant Education Program Questions – Support Needs

- \* What are the greatest support services needs of the students you serve?
- \* What **evidence** or **data** do you have to support your conclusions?



# Migrant Education Program Questions – Graduation

- \* What needs have you determined that migrant children and youth have that prevent them from graduating from high school?
- \* What **evidence** or **data** do you have to support your conclusions?





# Questions for Parents of Binational Migrant Students (cont)

- \* What do you feel are the greatest educational needs of your children?
- \* *PROBE: Ask about educational needs such as reading, math, learning English, science, writing, health, etc.*



# Questions for Parents of Binational Migrant Students (cont)

- \* What are the greatest support services needs of your children?
- \* *PROBE: support services needs such as:*
  - \* *transportation,*
  - \* *acculturation*
  - \* *translating/interpreting,*
  - \* *counseling,*
  - \* *referrals to community agencies.*

# Questions for Parents of Binational Migrant Students (cont)

- \* What needs have you determined that your children have that prevent them from graduating from high school?

*PROBE: Consider graduation needs such as:*

- \* *understanding about credit accrual*
- \* *learning about scholarships*
- \* *counseling about options after high school*
- \* *visiting college/junior college campuses*
- \* *graduation requirements*



# Questions for Parents of Binational Migrant Students (cont)

- \* What parent development/training needs do you have to assist you to help your children be successful in school?

*PROBE: training topics such as:*

- \* *helping with homework*
- \* *strategies for reading with your child*
- \* *strategies for doing math together as a family*
- \* *parent engagement in school*

# Questions for Parents of Binational Migrant Students (cont)

- \* What community agencies or organizations would be helpful for the migrant program to coordinate/collaborate with to provide better services to migrant families?
- \* *PROBE:*
  - \* *pre-school programs*
  - \* *health organizations*
  - \* *community services*
  - \* *banks*
  - \* *Mexican Consulate*
  - \* *faith-based organizations*





# Comprehensive Needs Assessment (CNA)

Are Binational migrant students included as a subgroup in your CNA?

- \* If your state is in the InET consortium, Binational migrant students are included as a subgroup in your next state CNA.
- \* If your state is *not* an InET CIG state, please consider Binational migrant students' needs in your next CNA update.

# Service Delivery Plan (SDP)

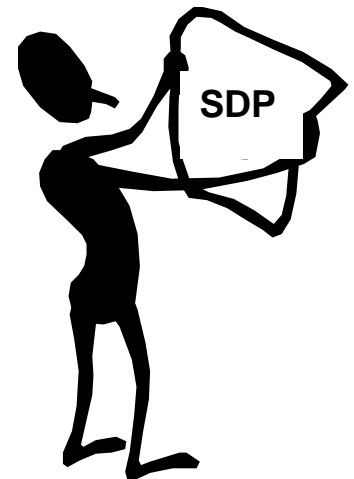
- \* Look at your state's SDP to determine what strategies, additional supports, and outcomes may be needed for Binational migrant students based on their identified needs.



# Service Delivery Plan

- \* Based on identified needs, what services would you add to your SDP?
- \* What resources are needed to address the additional needs of your binational migrant students in your SDP?
- \* Update identified services in the SDP

NOTE: Add items to personalize this presentation to your state



# Additional Support Services to Consider to Assist Binational Migrant Students

- \* **Binational Teacher Exchange Program**
  - \* [InET Training Module for the Binational Teacher Exchange](#)
- \* **Plazas Comunitarias**
  - \* [InET e-Zine newsletter](#)
- \* **SEP Free Textbook Distribution Program (from Mexico)**
  - \* [On-line access to MX textbooks](#)
- \* **Telesecundaria**
  - \* [SEP's web-site for Telesecundaria](#)
- \* **Binational Transfer Document**
  - \* [SEP's web-site for Transfer Document](#)
- \* **Apostille**
  - \* [Hague Conference web-site \(includes links to each state's Secretary of State\)](#)
- \* **Memorandum Of Understanding**
  - \* MOU [MS WORD](#) (28K)

# Further Information

## \* Contact:

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\* Visit – [www.inet-migrant.org](http://www.inet-migrant.org)

