

# The Experience and Inspiration of American Migrant Children's Education

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**Abstract:** Mobile children face pressure and challenges from various aspects such as society, education, and psychology. The rapid growth of the number of migrant children has attracted high attention from American society. The United States has fully mobilized various forces, continuously explored and solved the education problems of migrant children, ensured their educational opportunities, promoted the smooth connection of migrant children's education, increased investment in migrant children's education funds, emphasized the training of migrant children teachers, strengthened connections with migrant children's families, and attached great importance to the English education of migrant children, achieving significant results. It is important to summarize the experience of the United States and provide inspiration for solving the education problem of migrant children in China. The experience of the United States mainly includes legal protection, home school cooperation, social integration, and support systems. The insights provided include: strengthening the government's educational responsibilities for migrant children, establishing diversified education programs for migrant children, providing sufficient financial support for education, enriching the content and channels of home school cooperation, and providing campus based mental health services.

**Keywords:** American; Migrant Children's Education; Experience; Inspiration

## 1. Introduction

As the world's most developed economy, the most advanced technology, the highest quality education, the most advanced medical care, and a strong cultural soft power superpower, the United States has always been a country with a very high immigration fever. The Immigration Act passed in 1965 abolished the quota system for ethnic distributed visas, creating more equitable opportunities for immigration to the United States. In the past forty years, the number of immigrants to the United States has doubled, with new immigrants mainly coming from Latin America, Asia, and the Caribbean. At the same time, the ultimate destination of immigrants has undergone significant changes, and more and more places in the United States have become destinations for many immigrants. Some large cities are usually the main gateway for immigrants to arrive, including New York City, Chicago, and Boston. But for over a decade, a wider region of the United States has become a gateway to a growing immigrant population. If the current trend continues, the proportion of immigrants in the US population may reach a historic high in the coming years.

The number of children who come to the United States with immigrant parents, also known as migrant children, is rapidly increasing, surpassing the number of primary and secondary school students in the United States. Due to the diversity of race, religion, and culture in the United States, migrant children face various pressures and challenges from society, education, and psychology. Family mobility can result in migrant children receiving less education than ordinary children, and the most serious consequence of frequent school transfers is that migrant children are unable to complete their studies smoothly[1]. To achieve a high-quality life in a new environment, migrant children need to find ways to adapt to society, construct new identities, and actively integrate into mainstream society. The rapid increase in the number of migrant children has attracted high attention from American society. The happiness index, education level, and social integration of migrant children have become hot topics in American society. The government and social organizations actively take various measures through cooperation, especially in building social support networks, updating educational concepts, promoting educational equity, and providing comprehensive campus services. They strive to meet the special needs of migrant children, promote their identity construction and integration into society. The United

States has accumulated a wealth of practical experience and achieved some results in promoting education for migrant children. Summarizing the experience of the United States can provide reference and useful reference for China to solve the education problem of migrant children.

## **2. America "Migrant Education Program (MEP)"**

Before the 1960s, the education issues of migrant children did not receive attention from the US government. The education support for migrant children mainly came from churches, charitable organizations, social service organizations, and private sponsors. These groups, organizations, and individuals strive to establish institutions and schools that meet the growth needs of migrant children. However, due to the limited power of this group, the educational needs of migrant children cannot be met. Data shows that in the 1960s, only 10% of migrant children in the United States were able to graduate from high school smoothly. In order to address the issue of education for migrant children and safeguard their right to education, the US federal government launched the "Migration Education Program" in 1965 and established a dedicated Office for the Education of Migrant Children, responsible for the operation of the MEP program[2]. Until now, MEP is still being implemented and implemented in the United States.

### ***2.1 The Reasons for the Emergence of the "Grant Education Program" in the United States***

The main reason for the emergence of the "Grant Education Program" in the United States is the particularity of the migrant children group, which is reflected in three aspects: first, frequent family mobility. The mobile population in the United States tends to flow from south to north during the spring and summer seasons, and return to the south to harvest crops during the mature autumn season. Therefore, migrant children are forced to constantly move due to family mobility, and even if the semester is not over, migrant children have to switch to new schools with family mobility. Due to the lack of shared information on the status of migrant children, the new school cannot arrange teaching content and methods according to the actual situation of migrant children. Secondly, lower social status. About two-thirds of migrant children come from families with income levels below the national poverty standard, and frequent mobility increases additional costs. It is common for migrant children to arrive at their destination without food, and some migrant children do not want to earn extra income for their families, which exacerbates the high dropout rate of migrant children. Thirdly, there is a lack of sufficient health protection. Health status issues are issues that need to be taken seriously among migrant children. The mobile population generally engages in agriculture, forestry, handicrafts, or other lower level jobs, with dirty, chaotic, and poor working environments that increase the likelihood of contracting diseases. The mobile population has low income and no ability to pay insurance premiums, and the probability of disease transmission to the next generation is much higher than other groups. Therefore, the formulation and implementation of education policies are important issues that the US government needs to consider, and they are also powerful guarantees for helping migrant children achieve academic success.

### ***2.2 The Main Content of the "Grant Education Program" in the United States***

The main content consists of four aspects: first, identification and authentication of the identity of migrant children. Accurately defining the special group of migrant children can make the target audience of government services more clear, thus making policy formulation and implementation more purposeful. The staff used methods such as field research or family interviews to define migrant children in the region. The staff held meetings with local education department managers to jointly determine whether the newly recruited migrant children met the eligibility criteria for assistance, and registered eligible migrant children. The second is the record transmission system for mobile children. Collect and record information on mobile children nationwide, and achieve online sharing. When migrant children flow into a new school district, the receiving school can timely understand their academic level. When meeting their educational needs, they can provide assistance based on their academic level, enabling them to complete enough credits and graduate smoothly. Thirdly, summer projects. The summer program is a supplement to regular time learning, preparing migrant children to fully enter school for learning, minimizing the impact of academic interruption on migrant children, providing more educational channels and content, and compensating for the lack of educational opportunities for migrant children. Summer programs are not only aimed at educational issues, but also extend to aspects of daily life and culture. The fourth is the consultation committee for parents of

migrant children. The purpose is to enable parents to participate well in the formulation of education policies for migrant children. At least six meetings are held annually, with themes including parental participation, dropout rates among migrant children, school preparation projects for migrant children, health protection for migrant children, academic achievements of migrant children, and professional development of migrant children teachers.

### **3. Experience in Educating Migrant Children in the United States**

The experience of education for migrant children in the United States mainly includes four aspects: legal protection, home school cooperation, social integration, and support systems.

#### ***3.1 Legal protection***

Law first is a characteristic of education reform and development in the United States. When formulating education policies, relevant laws should be formulated first, and then specific implementation should be carried out according to legal provisions, so that the implementation of education policies has laws and regulations to follow, and the issue of education for migrant children is no exception. Since the 1960s, the United States has been focusing on the education of migrant children and has successively promulgated a series of laws, providing a series of comprehensive guidance for solving the education problems of migrant children[3]. These laws include the Civil Rights Act, the Primary and Secondary Education Act, and the No Child Left Behind Act, which point out the problems faced by the education of migrant children from different levels and propose relevant solutions.

#### ***3.2 Home-school cooperation***

Family school cooperation refers to the formation of a joint force between families and schools to educate students, enabling schools to receive support from the family when educating students, and parents to receive guidance from the school when educating their children[4]. Adhering to the common vision of "helping mobile students integrate into school education", the content of home school cooperation in the education of mobile children in the United States is rich and diverse. Parents should pay attention to the learning and psychological situation of migrant children in school. They usually discuss with school teachers about their academic performance, school performance, learning attitude, and attendance, in order to help migrant children overcome fear and anxiety. Usually, school led activities increase the frequency of interaction between families and schools, and home visits also play an important role in building good home school relationships.

#### ***3.3 Social Inclusion***

The social integration of migrant children in the United States refers to their ability to maintain good mental health, form positive cultural values, and complete academic tasks while interacting with the new environment. The degree of social integration of migrant children is mainly reflected in three dimensions: educational integration, cultural integration, and psychological integration[5]. Among them, educational integration refers to children's ability to acquire learning adaptability and achieve good academic performance in a new educational environment, which is the key to children's social integration. Cultural integration refers to the process in which people from different cultural backgrounds change and adapt to their original culture in the process of communication. Psychological integration refers to the active integration of migrant children into mainstream society after entering a new environment, and in the process of adapting to society, they learn to resolve conflicts, achieve cooperation and sharing, and ultimately gain personal social identity and a sense of belonging.

#### ***3.4 Support system***

In the face of many problems encountered by migrant children in the process of school education, the US federal government has carried out a series of active explorations, formulated specific school participation plans based on the real situation of different immigrant families, and gradually formed a comprehensive and systematic education support system, aiming to enhance the happiness of school life and the intrinsic motivation for academic success, emphasizing the importance of families and teachers in creating a positive school atmosphere. It has fully integrated the educational needs of

migrant children into all student curriculum learning support systems, and gradually incorporated all methods to promote academic improvement into the education support system[6]. Adequate financial support and effective classroom teaching support provide sustained social support for students or parents and strengthen community support.

#### **4. The Experience of Education for Migrant Children in the United States**

In recent years, the United States has fully mobilized various forces, continuously explored solutions to the education problem of migrant children, ensured educational opportunities for migrant children, promoted the smooth connection of migrant children's education, increased investment in migrant children's education, emphasized teacher training for migrant children, strengthened connections with migrant children's families, and attached importance to English education for migrant children, achieving certain results[7]. By summarizing the experience and reference of education for migrant children in the United States, we can provide inspiration for the education of migrant children in China.

##### ***4.1 Strengthen the Government's Educational Responsibility for Migrant Children***

From the perspective of family economic, living, and educational conditions, migrant children are in a disadvantaged growth environment and belong to a vulnerable group. Therefore, the government should regard ensuring the quality of education for migrant children as a public welfare undertaking to promote educational and social equity. And it should encourage various regions to conduct research on the education of migrant children, provide targeted services in various aspects based on their growth and educational needs, and develop comprehensive education service assistance projects tailored to the needs of migrant children, including mental health education, after-school activities, and learning counseling. These promote equal opportunities for migrant children to receive higher quality education and promote equity in educational resources.

##### ***4.2 Establishing Diversified Education Programs for Mobile Children***

Migrant children have their own local cultural content, and they receive different languages and cultures. Multicultural education is an integral part of basic education, with the core idea of cultivating students' tolerant psychology, being able to tolerate a variety of other cultures, and embracing and accepting diverse cultures while learning their own culture. According to the needs of migrant children, schools should offer cultural sharing classes to share their favorite cultures; Diversified bilingual education services, it is important to emphasize second language learning on the basis of mother tongue learning; By adopting a group learning approach, students with the same mother tongue are grouped together for learning, which not only facilitates teaching management but also improves learning efficiency and enlivens the classroom atmosphere.

##### ***4.3 Provide Sufficient Financial Support for Education***

Funding investment is an important factor affecting the education of migrant children. The US federal government provides funding to support the education of migrant children in various states, and each state also sets up special funds to establish regulations for the use of education project funds, ensuring that the funding for migrant children's education is met. The government provides sufficient financial support for education, which can be achieved by establishing a special education fund for children allocated by the central and local governments, and establishing a system of shared education funding between the central and local governments to ensure that migrant children enjoy equal access to public education services. In the use of funds, it is necessary to screen out migrant children from impoverished families who truly need support, and give special attention to migrant children from impoverished families and those on the brink of dropping out. The government encourages enterprises and social organizations to provide financial support for migrant children to receive compulsory education, with the main focus on financial investment from national and local governments. At the same time, it should broaden funding channels and encourage social forces to intervene in the investment of education for migrant children.

#### **4.4 Enriching the Content and Channels of Home School Cooperation**

On the one hand, it emphasizes the joint participation of multiple parties and expands the channels for home school cooperation. Usually, in home school cooperation, one party of the family is mainly the student's parents, especially the mother. With the changes in traditional family units, coupled with the characteristics of long working hours and busy work schedules of parents of migrant children, other adults and elderly people in migrant families should be encouraged to participate. In addition to expanding family members, it is also necessary to expand the cooperation between families and schools to the entire community. On the other hand, in line with the development of modern technology and the needs of mobile children, we will enrich the forms and contents of home school cooperation. Add relevant information on the policy of parental participation for migrant children on the school website, place a resource center for parents to learn, and use social media to establish communication and cooperation between the school and migrant families. In addition, it is also necessary to fully respect the traditional cultural habits of families of migrant children, provide comprehensive supporting services for the parents of migrant children, and solve many difficulties in family school cooperation[8].

#### **4.5 Provide Campus Based Mental Health Services**

Improving the participation of migrant children in mental health services is an urgent task to address mental health issues. Poverty, language barriers, and negative cultural attitudes towards mental health have led many parents of migrant children to be less inclined to seek advice from the community. Schools are usually the first place to identify and provide assistance to the mental health problems of migrant children, and school-based interventions are more easily accepted by parents of migrant children. Teachers should grasp the timing of education based on the performance of students, play the role of discontinuous education, and awaken their courage and optimistic spirit. The school's mental health services are provided by professionals, including consultants, mental health specialists, clinical social workers, family therapists, and psychiatrists. Psychological health service experts collaborate with teachers to educate parents about their children's psychological health needs based on their daily performance.

### **5. Conclusions**

Children are the future of our country and the pillars of our country. Every child should receive the best education, so that society can progress and the country can prosper. Currently, there are more and more mobile children in society, and education issues are becoming increasingly serious. With the continuous formation of world regionalization and globalization, the United States tends to adopt an inclusive and respectful multicultural attitude towards the education of migrant children, striving to move from assimilation to symbiosis. With the rapid development of China's economic construction and the rapid advancement of urbanization, more and more migrant workers are entering cities, which has brought many new educational problems, especially the education of migrant children. Drawing on the successful experience of the United States is of great significance for solving the education problem of migrant children in our country. While learning from the experience of the United States, we should take its essence on the premise of recognizing the current situation and cultural background of our country, and find a truly effective method.

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