Counselor Support Information

Counselors who support migratory students may do the following:

Research and Planning

- Request and receive a list of migratory students for each grade level.
- Understand the "90 percent rule" for attendance and how to apply the rule to migratory and transfer students.
- Review the transcripts of migratory students in grades 8 and above soon after the students enroll to determine any issues that may have arisen as a result of their mobility; and, to ensure that the student is on-track for graduation in their home district. MEP staff and counselors may use the **Sample Student Conference Form** to determine which credits are needed for graduation and if there is a need for credit accrual options. Ensure an updated graduation plan is included in the student's permanent record and is sent with the student upon withdrawal.
- Develop a plan for awarding partial credits (as per local policy) when migratory students and other transfer students move from another district.
- Explore potential opportunities to learn more about services in support of secondary migratory students.
    - Contact your ESC MEP staff to request professional development and/or resources on this topic.
    - Attend the TMIP Annual Conference, the AMET Conference, and/or the NASDME Conference to learn more about how to support the unique needs of migratory students, or other conferences related to this topic, if program funding is available.

Sample Student Conference Form

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Coordinating Support

- Reach out to the MEP coordinator to determine whether Title I, Part C funds may be used to pay for any course options which may incur costs (e.g., credit recovery options for a fee), if financial assistance is needed.

- Contact a counselor in a sending or receiving district that share a migratory student (depending on the districts/state the student will attend throughout the year) to speak directly about the student's graduation requirements and transcript. When speaking to another district on behalf of a migratory student, it is important to discuss how to collaborate to ensure the shared student will:

    - Complete required courses;

    - Take appropriate Credit-By-Exams for courses not yet completed (such as Spanish I, II, III if the student's first language is Spanish);

    - Select appropriate options for completion of endorsements for graduation; and

    - Ensure duplication of coursework is avoided.

- **Note**: Utilize the Texas Migrant Interstate Program for assistance in reaching counselors in other districts or states.

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Providing Services

- Provide services to PFS students first and monitor these students closely. The **Student Services Spreadsheet** may be used to assist in tracking provided services.
- Explain the district's secondary credit accrual options to migratory students as an option to the regular class offerings, including those that have been developed specifically for migratory students.
- Assist migratory students in participating in the credit accrual option that best meets their individual needs, explaining the benefits as they apply to each student's unique situation.
- Help motivate migratory secondary students to take college entrance exams, complete community service hours, and apply for scholarships as early as possible. If students understand the goals and steps to take to reach higher goals, they can dream and reach beyond their current aspirations. Provide as much information as possible to students and assist them in completing the necessary steps toward obtaining a postsecondary education and/or career path. For resources and links to help with this, visit the Parents and Families section of the TMEP portal and select College, Career, & Military Readiness.
- Organize college field experiences and visits to various universities, especially to the institutions of higher education that offer the College Assistance Migrant Program (CAMP).
- Arrange for a CAMP recruiter to visit the high schools to facilitate the application process for migratory seniors.
- Coordinate leadership opportunities for migratory students. Opportunities may include:
  - Student extracurricular clubs that meet regularly, are specific to migratory secondary students, designed to help students resolve issues related to mobility, provide leadership opportunities, and facilitate social engagement with the school community.
  - Close Up events that offer migratory middle school and high school students week-long leadership programs in Washington D.C. to develop leadership skills, learn about policy making, and provide experience with institutions like Congress and other governmental agencies.
  - A student retreat or conference where eligible migratory students can hear motivational speakers and participate in leadership skill-building sessions.

Student Services Spreadsheet