

PASS
Implementation Guide
2015-2016

Contact Information:

Kansas Migrant Education PASS Program

1310 Winchester Rd.

Box 490

Eudora, KS 66025

(785) 542-4904 ext. 1503

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What is PASS?

PASS (Portable Assisted Study Sequence) is a nationally recognized program that offers migrant secondary students the opportunity to earn credits and enhance academic skills.

PASS originated in California in 1978 as part of the Secondary School Migrant Dropout Prevention Program. It was designed to allow migrant high school students to earn credits through the completion of self-directed courses as they moved with their families from one school district to another.

Every PASS course is provided free of charge to migrant students. Funding for the Kansas PASS Program is provided by the Kansas State Department of Education with federal Title I, Part C funds.

Once enrolled in a PASS course for skill enhancement, credit recovery, or accrual of credits towards graduation due to missed school, students work semi-independently through a series of five workbooks that have been aligned with course work in the regular secondary curriculum.

Each of the five study units includes most of the materials that are necessary to complete that unit, including an end-of-unit test that is taken under the supervision of a mentor/instructor. Once completed, the test is returned to the Kansas PASS office to be graded and if successful the student is awarded a credit.

Credit Recovery, Portable Style!



PASS Provides credit recovery to migrant high school students. PASS offers many core courses to migrant middle school students. PASS also has courses for remediation and skills building.

Would migrant students at my school benefit from PASS?

The PASS Program can be effective at a school where migrant students' needs aren't currently being met.

Review the needs of students. Identify which migrant students:

- ◆ had an interrupted academic year;
- ◆ are over age for their grade;
- ◆ have fewer credits than their age level peers;
- ◆ have partially completed coursework from previous schools;
- ◆ have low math or reading skills; or
- ◆ have English language deficiencies.

These students may be the best candidates for credit recovery from the PASS Program.

Interrupted school year

Many of Kansas's migrant students enroll in secondary school after the first week of school or leave school to travel with their families before the end of the school year. As a result, students may miss critical information given during the first weeks of school or may miss final exams with the consequence of a failing grade and lack of credit for a course.

Over age for grade

For many students, "over age for grade" means that they were held back in third or fourth grade to supplement reading skills. Unfortunately, the majority of these students are never able to catch up with their same-age peers. When they arrive in high school, too often these are the students who continue to fall behind in critical math, science, or English classes.

Insufficient credits

There are many reasons why a student may have insufficient credits for graduation. Students who are good candidates for PASS usually demonstrate the willingness to work independently or with only limited instruction in return for the opportunity to self-pace their own progress.

Partially completed coursework

Occasionally, students may arrive late in the school year with transfer credits that cannot be completed in their new school due to lack of space in a class or due to limited course offerings. In this case, the five-unit course packets of PASS may be exactly what is needed to refresh a student's memory of his completed coursework and ensure the awarding of credit.

Low math or reading skills

Students with low math or reading skills tend to struggle with academic material at the high school level. An advantage of PASS courses is that materials are generally written at a level that is considered about two years below the intended student's grade level, which facilitates student understanding.

English as a Second Language (ESL)

While many students acquire conversational English in only a couple of years of school, academic English takes a much longer time to master. This is why some PASS courses are offered in Spanish as well as English (see "PASS Course Guide").

PASS courses fill the gap for many migrant students

Once migrant student needs have been identified, determine whether existing district services are meeting those needs. There are many reasons why existing services may be unable to meet the needs of Kansas’s migrant students.

MIGRANT FAMILY LIFESTYLE	SCHOOL PROGRAMS & RESOURCES	PASS PROGRAM
Disruption in schooling (migrant students often miss the beginning and/or end of semesters)	School resources are allocated based on student enrollment of the first several weeks of a semester	PASS Program resources are available to students throughout the year, including summers
Lack of academic skills, including oral language and writing skills	Under-identification of migrant student needs, sometimes due to late entry and testing schedules	MEP personnel are experienced at recognizing the academic needs of migrant students
Students often work to generate family income	School policies are structured for non-mobile, stable mainstream students	PASS courses are structured for semi-independent student work, at school OR at home
Parent’s lack of time due to long work days, incomplete knowledge of school policies, and/or lack of English fluency	Parent involvement activities tend to focus on mainstream parents and “full-time” members of community	MEP personnel focus ONLY on migrant students and their families and are more able to meet migrant family needs
English may not be the first language	Lack of strategies for transitioning students to higher level skills	PASS facilitating teachers are able to give students more individualized tutoring; some PASS courses are available in Spanish
Undocumented students have limited opportunities after high school	Ineligible for Federal/state financial aid or many scholarships	MEP personnel are aware of limited opportunities and are more experienced with guiding undocumented students
Cultural barriers to inclusion	School policies are not conducive to supporting migrant family lifestyle	MEP acknowledges cultural barriers to inclusion and attempts to interface between families and schools

Criteria for Identifying Candidates for PASS

At the high school level, the ideal candidate for a PASS course is a migrant student who is reading at least at the sixth grade level with good comprehension, has the demonstrated ability to work independently or with minimal supervision, and is in need of course credits due to one of the following:

- ◆ failed a course and can't repeat it in time for graduation using traditional credit recovery;
- ◆ is returning to school after a leave due to migratory lifestyle;
- ◆ is over age for grade; or
- ◆ needs part or all of a course that is full, not offered, or can't be completed due to a scheduling conflict.

However, not all migrant students are good candidates for PASS courses...

In general, most migrant students work for approximately 15 to 20 hours per unit for a total time commitment of about 75 to 100 hours per course. Any student who is unable or unwilling to commit that amount of time with minimal supervision may struggle to complete the course and may end up dropping the course. Many migrant students work in order to help support their families and are unable to attend more intensive instruction. Even a struggling migrant student can be successful with PASS given the right amount of support.

Every PASS course conforms to Curriculum Standards

- ◆ The curriculum for each PASS course is developed at the national level by education specialists and certified teachers who are experienced in their academic areas. All courses are reviewed and updated on an ongoing basis in order to conform to state standards for curriculum.
- ◆ Migrant Education Program staff or school guidance counselors determine the specific academic needs of the student and choose the appropriate PASS courses based on individual needs.
- ◆ Student work is monitored, and tests are administered by school-based, PASS-trained staff.
- ◆ Once completed, unit tests are forwarded to the Kansas PASS office for evaluation by a trained staff member.
- ◆ Each student's credit is verified by the school-based personnel office once a student has successfully completed a course.

When taking a unit posttest, students must be supervised by highly qualified migrant staff. The integrity of unit tests is maintained with the following procedures:

- ◆ Facilitating teachers store unit tests securely and separately from other course materials until students are ready to take them.
- ◆ During unit tests, students are supervised by facilitating teachers under normal testing conditions. IEP and ELL accommodations are the only accommodations allowed for testing.
- ◆ Testing does not have to be completed in a single session. If a student runs out of time (during a class period, for example) and has not finished the test, the facilitating teacher can collect and store the test until the student can resume it.
- ◆ Once a test is completed, the facilitating teacher mails it back to the Kansas PASS Program office. It is graded, and scores are recorded on the student's PASS record. Tests are filed for several years in the PASS office, but they are not returned to students or teachers.

How PASS works

Once a student is identified as a reasonable candidate for a PASS program course, the easy steps of program implementation are as follows:

1. Enroll the student in the course.

Students are enrolled in PASS courses by designated local migrant personnel. Please refer to the web site www.mrpassks.org for further information and forms that should be used to enroll the student.

2. When course materials arrive, instruct the student about how to proceed in the PASS course.

Most semester course contains five units of material, some contain fewer. While each course is different, students pace themselves, on average, to complete each unit in approximately three weeks. It helps to review the first unit of the course with the student, and go through the Introduction, Table of Contents, and Appendix items, such as a glossary, that the student may find helpful. Of course, issue the student only one unit at a time. Experience proves that most students find the course “doable” when administered in this manner. Most courses contain a pretest which allows students and/or instructors to determine areas of weakness prior to taking the end-of-unit test so that additional study in those areas can be targeted. A pretest answer key is likewise provided if requested.

In addition to the course units and pretests/posttests that make up each course, students will also receive the supplies that are necessary for successful completion of the course. For example, in Algebra 1 and 2 courses students will receive a calculator, spiral notebook, pencils, highlighter, and packet of Post-It© notes. Geometry students will also receive a ruler, compass, protractor, graphing paper, and tracing paper. English courses are shipped with a paperback copy of any novels that are required for course completion.

While a student’s written work in each workbook is not graded or counted towards his or her final grade in the course, it is strongly recommended that students complete a majority of the recommended practice problems or review questions before attempting the posttest for each unit. A Mentor Manual with an answer key for these workbook questions is included in the course packet.

It may also help to agree upon regular meeting times with the student in order to check work and answer questions. Do not permit the student to continue if

he/she has not mastered the assignment given; if some questions are beyond the expertise of the mentor, alternative answer sources are available. Contact the Kansas PASS office for specific suggestions for course support.

3. When all unit tests are completed, the Kansas PASS Program office will grade the tests and return the scores to the student's school.

The passing grade for a Kansas PASS course is 60%. If a student has not achieved a grade of at least 60% when all unit tests are complete, then he or she has the option to retake tests to improve the overall grade for the course. In this case, the PASS office will delay communication of the student's course grade to his school until notified that the student considers his coursework complete.

There is no set time limit for student completion of PASS coursework.

Once a student's passing course grade is determined, it will be communicated by the Kansas PASS Program office to the student's school for entry into the student's permanent school record. It is strongly suggested that the facilitating teacher or contact person follow up with the student's school to ensure accurate and timely addition of student grades.

Student Eligibility Requirements

In order to be eligible for the PASS Program, a student must have been identified as eligible for migrant services upon entering or while attending middle school or high school. However, even if students' migrant status has expired, they can still be enrolled in the PASS Program as long as their migrant status did not lapse prior to high school.

For example, if Maria's period of eligibility ended during the second half of her freshman year, she would still be eligible for PASS courses throughout the remainder of her high school career. However, if Pierre's eligibility expired during his eighth grade year, he would not be eligible for PASS courses in high school.

Most migrant students who are eligible for PASS courses must also be in need of credits for grade promotion or high school graduation. This usually means that students already took and failed a given semester of a core class. However, there are exceptions to this general rule:

- ◆ If a student is in need of remediation for a given skill, he or she may be enrolled in a PASS course. For example, if a student passed Algebra 1 with a D in school, but has very low math skills and would be hard-pressed to pass the next level math course, the student may be enrolled in a PASS course that repeats Algebra 1 in order to better prepare him or her for the following year.

English Language Proficiency Levels and PASS

A key component of a migrant student’s success with PASS courses involves his or her English language proficiency. With the right support, even non-English speaking/reading migrant students have successfully completed of PASS courses.

ELL Level	Description	Suggested ELL Support
Level 1 Beginning/ Pre-production	The student may know a few words or expressions in English but does not understand, speak, read, or write English with any degree of fluency.	Offer only those PASS courses that are offered in Spanish; provide explanations or paraphrasing in Spanish as necessary.
Level 2 Beginning/ Production	The student understands simple sentences in English but speaks only isolated words and expressions.	Offer Spanish versions of PASS courses, or translate and explain the majority of material in the course.
Level 3 Intermediate	The student understands and speaks conversational and academic English with hesitancy.	Offer the English version of all courses along with the aid of dictionaries and translations where needed.
Level 4 Advanced Intermediate	The student understands and speaks conversational English without apparent difficulty, but has some difficulty with academic English.	Offer English PASS courses; provide English-Spanish dictionaries or translations as necessary.
Level 5 Advanced	The student understands and speaks conversational and academic English well but needs assistance in content areas.	Offer English PASS courses; provide English-Spanish dictionaries.

Flexibility of PASS Courses

Flexibility is an important reason why PASS courses are an attractive option for credit accrual or skill acquisition and reinforcement. The semi-independent, learner-centered study and self-contained, portable materials are adaptable for many students and teaching situations.

PASS can be used in many ways:

- ◆ For a single student working independently in the school setting;
- ◆ For a single student working independently while traveling with his or her family;
- ◆ For a small group of students working together in a before or after school tutoring program; or
- ◆ For a larger group of students working together in a summer program.

In all cases, the assistance and monitoring of student work is accomplished with supervision by Migrant Education Program personnel.

Since PASS courses are workbook-based and all materials needed for completion are provided to the student upon enrollment in a course, students are able to take courses with them if they travel to different school districts within the United States.

Preparing for College Unit

This unit helps the student set goals when their plans for the future include higher education. Students receive guidance in preparing for SAT and ACT tests, electing and applying to colleges, writing the necessary essays, and practicing for the college interview. It provides information on how to pay for college as well as sources for obtaining scholarships.

Each student may also choose to substitute the “Preparing for College” unit once for Unit 5: Nonfiction in any PASS Language Arts 9-12 course. The unit may only be substituted once per student, and is particularly appropriate for 11th or 12th grade.

Middle School PASS

As PASS became more widely utilized, educators saw that the concept would also help middle school students. An extension of PASS for students in grades 6, 7, and 8, the Middle School PASS Program, has a selection of Reading, Language Arts, Math, and Social Studies core courses.

The courses may be completed semi-independently with the assistance of a facilitating teacher or through a traditional classroom model. Like PASS courses, these consist of five units, and each course is equivalent to one semester of study.

The Summer PASS Program

Many annual PASS courses that are completed occur during summer programs. The PASS Program is ideally suited to a summer credit recovery or skills enhancement program.

Highly qualified facilitating teachers (MEP personnel or district personnel) are generally hired for summer programs. In some districts, transportation for students to and from school-based PASS programs may also be available, depending on MEP and/or district funding.

Most summer programs generally run for four to six weeks. During that time, it is possible for motivated students to complete more than one PASS course. While daily attendance is not mandatory during the summer program, experience shows that those students who attend regularly during the summer are able to complete more PASS courses for credit recovery than students who attend only occasionally and work primarily from home.

At-Home or On-the-Road Study

Because many migrant students travel out-of-state during the summer with their families to pursue agricultural work opportunities, the PASS Program allows students to enroll in courses and work independently with only minimal supervision and/or assistance from MEP personnel. It is recommended, however, that students receive as much academic support as possible.

Students can work independently through each unit's workbook and practice skills with the unit pretest. However, unit assessment posttests must be administered under the supervision of a facilitating teacher.

In the event that a student will be traveling during the summer or transferring to an out-of-state school and is unable to complete PASS course tests under the supervision of the original facilitating teacher, contact the PASS Program office to arrange for alternative testing at the student's destination.

This way, students will not lose credit for partial work completed and can finish PASS courses under the supervision of qualified personnel in the destination state.

Out-of-State PASS Offices

Arizona	Maryland	North Dakota
Arkansas	Michigan	Ohio
California	Minnesota	Oregon
Colorado	Missouri	Pennsylvania
Hawaii	Montana	Tennessee
Idaho	Nebraska	Texas
Illinois	Nevada	Utah
Indiana	New Hampshire	Washington
Florida	New York	Wisconsin

Students who transfer outside of the state educational system but are enrolled in PASS courses are entitled to support in those courses. Whether a PASS student enrolls in one of the above out-of-state schools or just migrates with family to one of the above states for the summer, the PASS Program office can arrange for PASS support in the student's destination state. If a student transfers to a non-PASS Program state, please contact the Kansas PASS Program office.

The Kansas PASS website

The Kansas PASS Program has a website: www.mrpassks.org.

It informs users about the program, and provides an overall guide to the program.

Administration Requirements

On-site school staffing is necessary to fulfill the functions of:

- ◆ overall coordination;
- ◆ selection and training of mentor/instructors;
- ◆ recruitment of students;
- ◆ maintaining a mentor/instructor relationship with students;
- ◆ testing;
- ◆ record keeping; and
- ◆ serving as a liaison with a student's home base schools.

While it is desirable to have full-time Migrant Education Program (MEP) personnel available on-site to fulfill these functions, it is possible for non-MEP personnel to provide sufficient support to migrant students to enable them to successfully enroll in and complete Kansas PASS courses. Contact the Kansas PASS office if more information is needed.

Top Ten Tips for a Successful PASS Program

- 1 Try to schedule at least two hours per week with a migrant PASS student.
- 2 If students are below a sixth grade reading level, they will not be able to keep up with the amount of required reading for PASS courses. Additional time will be required of a facilitating teacher for oral readings and discussion of material.
- 3 Upper level students (juniors and seniors) are, in general, very motivated to complete PASS courses for credit recovery. However, ALL students benefit from positive reinforcement for completed work!
- 4 If students fall behind their initial schedules, encourage them to persist. Sometimes, help with a pretest and/or pairing a student with a partner can make the difference for a student between continuing to achieve unit growth and failure.
- 5 Avoid the temptation to assign students too much material between meetings. Allow students to surprise you with more-than-assigned completed work, and praise them heavily when they exceed your expectations.

- 6 Involve the student's family. A personal call to a parent can mean the difference between a student spending time away from school working with the family or working on the PASS course.
- 7 Relate a given PASS course to the student's world. Take a few minutes to discuss how material might assist students in life after graduation.
- 8 Nurture student self-confidence. Once a student begins to see success, he or she will become hungry for it. The first unit is critical; make sure students succeed on that first unit test by being adequately prepared.
- 9 Provide feedback on tests. Students want to know how they are doing.
- 10 Involve a student's regular teachers. This is particularly true of the Math and/or Science PASS courses.

Frequently Asked Questions about the PASS Program

Can students take more than one half-credit PASS course at a time?

There is no official limit to the number of PASS courses a migrant student may take at one time. However, if a student is taking a PASS course for the first time, it is wise to enroll him or her in only one course. Students will need to create a work schedule in order to complete the reading and practice workbook of each PASS course, and it is best not to overwhelm students with more than one extra credit recovery course at a time.

How much do PASS courses cost the district and/or the student?

There is no charge to the district or migrant student for PASS courses.

Do students have to complete a course within a designated time frame?

As long as PASS migrant students are enrolled at a Kansas public high school, there is no time limit for completion of courses.

As a facilitating teacher, how many hours per week should I schedule with a student who is taking a PASS course?

Ideally, students will meet with a facilitating teacher for a minimum of one hour per week during the school year to review progress and pose/answer questions about subject material. If a student is enrolled in a summer PASS program, he or she will generally meet for 6-12 hours per week with a teacher.

How soon after a student completes a PASS course are credits transferred to a student's transcript?

In most cases, the student's school will receive notice of the PASS credit within one to two weeks. However, upon special request, they could receive notice of a student's grade within 48 hours of test grading and final score calculation.

Can students take final unit tests home with them to complete?

No. While the PASS Program courses are geared for semi-independent student work, final unit evaluations must be completed in the presence of a trained facilitating teacher.

Will unit tests be returned to me or my student after grading?

No. If a student scores poorly, the facilitating teacher may call the Kansas PASS office for guidance about the areas of student weakness on the exam. Tests are not returned after grading.

If a student leaves for the summer, can he continue to work on a PASS course while he is gone?

Yes! This is one of the strengths of the PASS program. Students may take the course with them and study while away. However, unit tests must be retained by the facilitating teacher.

If a student transfers to a new school out of state with no intention of returning, can the student finish the PASS course in the destination state?

Yes, as long as the student is moving to a state where there is a PASS Program Office. If this situation occurs, contact the Kansas PASS Program to arrange for a transfer of materials and partial credits as well as the placement of the student with a qualified PASS facilitating teacher in the new state.

How do I register for a PASS program at my school?

Contact the Kansas PASS Program office at the number listed on the front cover of this booklet.

Mentor/Instructor Interactions with the Student

First Meeting

During the first meeting with a new PASS student, the facilitating teacher should review the following:

- ◆ Overview of the course material and content of the five units of the course.
- ◆ While students should be encouraged to work at their own pace, it may be helpful to work out a rough schedule for completion of each unit for the student to follow.
- ◆ The instructor should demonstrate good study skills by reviewing the first lesson of the first unit with the student and utilizing text highlighting and/or Post-It © notes to flag important information. The unit pretests may be taken before independent study from the workbook if a student has previously taken a comparable district course, or they may be taken after the workbook materials have been studied by the student to point out weaknesses for further review prior to taking a final unit test.
- ◆ PASS unit tests may only be taken with supervision.
- ◆ While there is no deadline for course completion, students should be aware that PASS courses automatically become inactive if one year passes without submitting any unit tests.
- ◆ Ideally, a student will complete one unit every three to four weeks.
- ◆ The final course grade is determined by averaging a student's grades for the unit tests. The student may retake low-scoring unit tests if they choose.

Instructional Meetings

Ideally, a facilitating teacher will meet with PASS students a minimum of once per week to review the material covered and respond to any questions that have arisen as a result of student study. At that time, students will share progress made in the PASS unit workbooks and pretests. Teachers are encouraged to share the “Mentor Manuals” that are shipped with each PASS course if requested so that students may check and/or supplement their work in conjunction with facilitating teachers.

At the end of each unit, a posttest assessment test will be administered by the facilitating teacher.

Test Supervision

When a student has reviewed the majority of information presented in a PASS course unit and has successfully completed the unit pretest, he or she is ready to take the unit posttest.

Each unit posttest should only be administered in the presence of a facilitating PASS teacher. Students should not be allowed to refer to unit materials while they are testing. Also, final unit tests should NOT be given to students to complete at home without supervision.

Students with ELL or IEP designations are allowed to have accommodations that are in line with those learning designations (use of Spanish/English Heritage dictionaries, translations, extra time, etc.)

Students who cannot complete a final unit test in the available scheduled time are allowed to turn in tests and complete them at a later date.

Record-Keeping Requirements

Facilitating PASS teachers are responsible for keeping all PASS unit test materials in a secure location (for example, a locked file cabinet).

In addition, PASS teachers are asked to keep records of student progress in PASS courses by documenting the dates that students complete each unit posttest and the date the tests are forwarded to the PASS office for grading.

While it is not a requirement that unit tests be photocopied prior to mailing, it is strongly recommended that tests completed prior to a senior's graduation or transfer to another district should be photocopied and stored securely. Tests may be misdirected in the mail, and it is prudent to take precautions against such a mishap.

Teachers are strongly encouraged to review their PASS student data each semester and correct any errors that may exist so that PASS student records are accurate.