

PASS Program

Local Implementation Guide

Welcome!

Ready to design or revise a PASS curriculum delivery system for migrant students in your district? This guide for Federal Projects Directors and building administrators brings together an array of helpful resources in one place so you have the tools you need to succeed.

The guide is divided into four small units. As in PASS, you can choose the units that address your needs, or start at the beginning and work your way through all four in sequence.

Let's get started...

Where would you like to begin?

Unit 1

Conduct a simple needs assessment to determine if PASS can address unmet needs of migrant secondary students of your district. If you've done that recently, go to Unit 2.

Unit 2

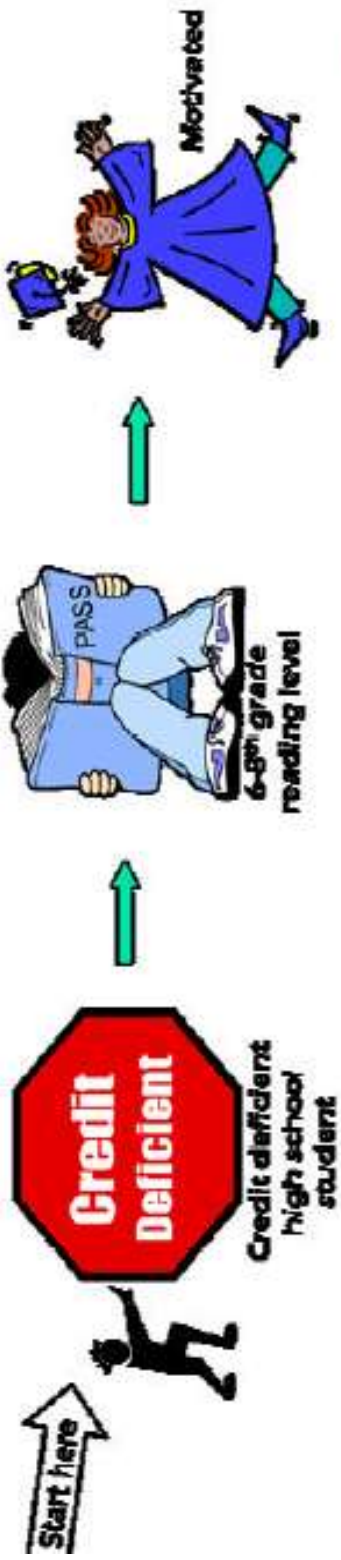
Develop the model by which the PASS curriculum will be delivered in your school.

Unit 3

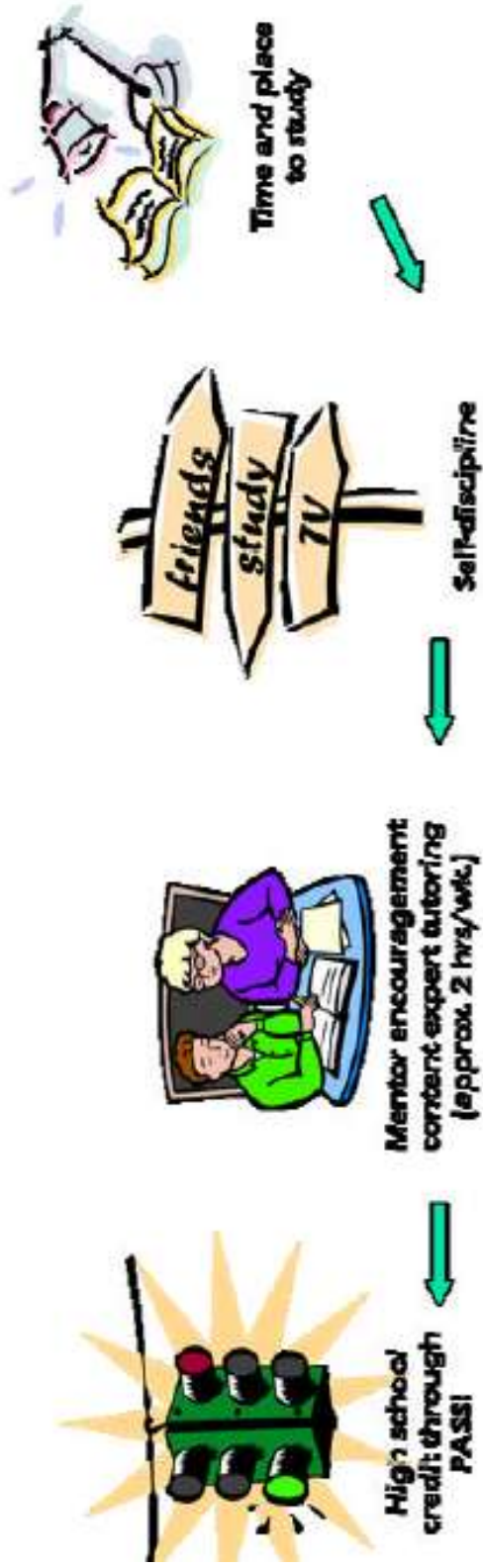
Identify the PASS team of educators, each of whom will play an important role in helping PASS students succeed. Knowing how their roles will contribute to student success through PASS will help you involve them early and obtain their best efforts.

Unit 4

Evaluate the progress of students enrolled in PASS. Then involve the PASS team of educators in further refining the delivery model to address unique needs of migrant students.



PASS: Student Focused



Unit 1 Do our migrant students need PASS?

Before designing an effective delivery model for your local PASS program:

- a) review the needs of migrant secondary students in your schools,
- b) determine which of those needs are unmet by existing services, and
- c) decide if the PASS curriculum can help.

Review the needs. Which migrant students:

- had an interrupted school year last year
- are overage for grade
- have fewer credits than their age level peers
- have partially completed coursework from previous schools

Which needs are unmet? School counselors can then help you learn which of these students:

- are at risk of failing to achieve State academic standards
- have credit accrual needs not addressed by existing services of the school
- are reading at a 6-8th grade level with good comprehension
- might benefit from courses offered in the Spanish language

Counselors can help you decide which of those needs are unmet by existing services.

Can PASS help? The PASS curriculum can help a 9-12th grade migrant student who:

- failed a course in school and can't repeat it in time to graduate with peers
- missed part of a course due to the migrant lifestyle, illness, etc.
- is returning to school after dropping out
- is overage for grade
- needs part or all of a course that is full, not offered, or can't be completed due to a scheduling conflict



How PASS works. You authorize an educator at the school to serve as a PASS Contact Person. This person may or may not be a certificated teacher based on your program design (see Unit 2).

The Contact Person enrolls a student in a PASS course and receives a self-contained high school course with a mentor manual, student workbooks, text and supplemental materials. The course is divided into five units, each requiring about 18 seat hours to complete. Enroll the student in all or any part of the course. More than 35 courses are offered, many in Spanish translation.

The student completes a unit about every 3 weeks by working semi- independently, or in a formally scheduled class or study/tutorial time. An adult mentor meets at least 2 hours per week with the student. Content experts are made available as needed. Monitoring and encouraging student progress is essential for success in PASS.

When the unit is finished, the student completes a test.



Completed Unit 1.
The district wants to offer PASS.
In Unit 2, you'll decide how PASS will be delivered in your school.

Middle School PASS. As PASS was being used more, educators realize 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 selections 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, Middle School PASS consists of five units, and each course is equivalent to one semester of study.

Unit 2 Develop a PASS program delivery model to address unique student needs

The ultimate design of your program and responsibility for implementation of the PASS Program resides at the local district level where students are being directly served.

- Identify a motivating, organized and effective individual to serve as a PASS Contact Person. For more about this person's qualifications and responsibilities, see Unit 3.
- Design a structured day or after-school classroom setting in which the student may work efficiently on PASS two or more hours per week. If this classroom is designed as an instructional setting, activities may be supervised by a certificated teacher. If this classroom is designed as a study hall and students work independently, a classified employee may undertake these activities consistent with local staffing guidelines. Your model will ideally take into account the cycles of migration and student attendance patterns.

See chart: Four PASS Curriculum Delivery Models

- Budget for about two hours per week mentoring each student enrolled in PASS and/or providing tutoring or instruction, depending on your program design and staff qualifications.
- Provide access to content experts who will assist PASS students in mastering challenging academic concepts.
- Conduct PASS team meetings, as needed, related to each student's progress in PASS.
- If migrant students served are more comfortable speaking a language other than English, it is especially helpful if the PASS Contact Person is fluent in that language, as well.



***Completed Unit 2.
You've designed your curriculum delivery model.
In Unit 3, you'll identify and empower a PASS
team to share and implement your vision.***

Four PASS Curriculum Delivery Models				
<i>Note: In developing a PASS Program, attributes of the following or other models can be interchanged with success. Successful models are tailored to address the unique needs of students in the local setting.</i>				
	English Language Learner Model	Mainstream Model	Supplemental/Tutorial Model	Independent Learner Model
Administrative Structure	<ul style="list-style-type: none"> This model may require district level coordination Formal classroom setting Educators who are bilingual in a student's native language are a distinct asset Certificated teacher trained in language acquisition strategies in classroom setting possibly assisted by paraprofessor or community volunteer assisting individual students Facilities: Quiet place to study/tutor and test. Optional access to computers and Internet 	<ul style="list-style-type: none"> Classroom teacher for focused time with one migrant student outside the regular classroom PASS Contact Person arranges to have a teacher in the content area mentor the student in PASS to catch up in credit accrual Facilities: Classroom. Optional access to computers and Internet 	<ul style="list-style-type: none"> Certificated teacher experienced in working with teenagers, ideally assisted by a paraprofessor, one or both of whom is bilingual in the students' language of comfort Depending on circumstances, providing child care may permit teen parents to participate and continue their education Facilities: Quiet place to study/tutor and test. Optional access to computers and Internet 	<ul style="list-style-type: none"> PASS Contact Person serves as Program facilitator and student mentor for the recommended 2 hours/week per student PASS Contact Person may be a classified staff member serving as mentor and will facilitate student's access to certificated staff PASS Contact Person works closely with counselor to determine credit deficiency, assess student's reading level, and select appropriate PASS course Facilities: Quiet place to study/tutor and test
Instruction/Mentoring Structure	<ul style="list-style-type: none"> Cooperative learning set-up Pre-screening and frequent monitoring of student progress Supplemental instruction to master challenging concepts may precede each PASS study session Content experts may be invited to assist the classroom teacher in mastering challenging concepts and suggesting simplified strategies to explain them. 	<ul style="list-style-type: none"> Student enrolled in one course in the content area in the regular classroom simultaneously completes a PASS course in that content area outside the classroom with intermittent assistance from teacher Instructional scaffolding (model, practice, apply) facilitates student learning of complex theories through whole/small group, pairs, and then independent instruction 	<ul style="list-style-type: none"> Individual or small group study areas permitting focused work time interspersed with physical activities related to the curriculum under study Involve students in developing and choosing goals With students, plan a celebration event commensurate on achieving a specific group goal 	<ul style="list-style-type: none"> PASS Contact Person assigns one unit of the course at a time to the student, is available to answer questions, and proctors and submits unit tests Student may be referred to a content expert within the school upon identification of need
Notable Student Success	<ul style="list-style-type: none"> Students who are literate in their native language, and approaching the required reading level in English, often succeed in PASS courses with this level of assistance A student who has been exposed to the academic subject in another language is highly likely to succeed with this level of assistance; a subject placement test can be helpful 	<ul style="list-style-type: none"> Language development level 2 or 3 students are most successful with this model Students who establish rapport with the teacher providing the assistance will be most successful in this approach 	<ul style="list-style-type: none"> Student has access to transportation that permits study outside limits of the normal school day Students are most successful in this model when attendance and active participation expectations are clearly understood and carefully monitored and reinforced Program scheduling is most effective when based on student schedules 	<ul style="list-style-type: none"> Highly motivated student who is content competent Independent worker Responsibilities within the family permit focused time for homework completion Flexible time schedule Not generally recommended for students with pressing social issues (drugs, gangs, etc.) Juniors and seniors are often successful due to family pressure to graduate
Suggested Motivational Practices	<ul style="list-style-type: none"> Celebrate improvement, as well as success Several students studying the same course together can have an enhanced chance of optimum learning and completion Facilitate positive interaction between students in formal and informal situations 	<ul style="list-style-type: none"> Identify the student's unique gifts and utilize that aptitude to enhance assignments Make it clear that this opportunity is an earned honor, not a penalty Open doors within the school and community to ensure access to services available 	<ul style="list-style-type: none"> Utilize this opportunity to link classroom learning to solutions to current and potential challenges Develop assignments that involve interaction with the larger community Recognize and celebrate individual and group achievement; involve families 	<ul style="list-style-type: none"> Interview the student carefully to confirm the level of motivation required for success with this level of support Guide student in developing a timeline for completion of each unit of the course Involve the family in motivating the student to work on course materials Involve the counselor in helping the student understand the significance of the credit that is being earned in course
(*Note: Portions of the Independent Learner Model dealing with the role of the PASS Contact Person should be included in each model.)				

Unit 3 Who's on the team?

Student success through PASS is dependent in part on a PASS Team working together toward a common goal. Members of the team need to know how their roles contribute, and how they can help each other and migrant students enrolled in PASS. Bringing the PASS Team together at this stage of your planning will build ownership in the success of your vision, and improve the likelihood of student success.



Federal Projects Director

- Share the needs assessment (Unit 1) and decide if the PASS curriculum is desired.
- Plan and fund a local program delivery model for the PASS curriculum
- Monitor success of the program delivery model (Unit 4) and lead the PASS Team in refining it
- Call periodic meetings of the PASS Team to refine the program delivery model, reinforce the goal of migrant student academic success and build effective working relationships
- Advocate for migrant students in administrative meetings, and for their involvement in school opportunities

PASS
Contact
Person

An educator authorized in your school or agency to administer the PASS Program. Primary roles:

- Enroll the student in PASS
- Receive and manage course materials
- Assign lessons and monitor student progress
- Provide access to academic content specialists in the building for targeted tutorial intervention
- Proctor tests and retake tests
- Guide the student's review of material prior to each test
- Encourage and motivate the student
- Keep the student's family informed about progress through PASS by phone and/or printed grade reports

See chart: Top Ten Tips for Success in PASS

See chart: Educational Team Roles in PASS

Academic
Counselor

- Review the student's academic records to determine credit deficiencies
- Identify the PASS course or specific units needed
- Combine partial credit earned through PASS with partial work completed in previous instructional settings and award full credit
- Follow-up to learn how the student is doing in PASS
- Consider the PASS course(s) when assisting the student in planning course schedules. Arrange continued progress on the PASS course from spring into summer school.
- Notify the PASS Contact Person and Migrant Records Clerk when a PASS student moves out of the district.

Content
Expert

- Provide targeted, brief duration tutoring to the student struggling to master a specific concept in a PASS course.
- Score specific assignments. Record these local scores on documents provided by the PASS Contact Person from course materials.

See: The Educator's Motivational Strategies for Migrant Secondary School Students

Migrant
Records
Clerk

Partial list:

- Provide building lists of migrant students eligible for Migrant Education Program benefits to administrators, academic counselors, school nurses, PASS Contact Persons, and classroom teachers.
- Provide records of unresolved coursework from previous schools attended to the student's academic counselor for consideration in placement decisions.

Migrant
Home
Visitor

- Knows the migrant families in the district. Can help the PASS Contact Person establish contact with parents and family members the student admires to gain their support for student success through PASS.
- Distributes information to migrant families about the availability of PASS.



Completed Unit 3.
You've identified and empowered a PASS team to share and implement your vision.
In Unit 4, prepare to evaluate and refine your program design.



TOP TEN TIPS FOR SUCCESS IN PASS

1. TWO hOUrs WiTh StUdEnT PeR wEeK



2. Appropriate Reading Skill

3. Nurture student self-confidence



4. Enhance motivation to succeed

5. Persist to completion



6. Make the task achievable

7. Involve the student's family



8. Relate the course to student's world

9. Provide grades promptly

A++



10. Access the expertise of teachers

Educational Team Roles in PASS¹	
Non-Instructional Roles	Recommended Staff²
Review student's transcript, assess student's reading level, and select an appropriate PASS course	Acad.Counselor/ Contact Person
Inform student's family about PASS and secure their commitment	Contact Person
Enroll the student in PASS	Contact Person
Provide course materials for a unit to student	Contact Person
With student, establish a milestone for timeline. Strive for 21 days per unit.	Contact Person
Refer student to appropriate content experts, if needed	Contact Person
Engage student interest in materials studied. Encourage the student to maintain motivation	Contact Person
Set up a record keeping system for PASS	Contact Person
Maintain student PASS records, and confidentiality of unit tests and mentor manuals	Contact Person
Assign and review workbook pages for completion	Contact Person
Promote application of good study skills	Contact Person
Provide access to needed resources to enhance content mastery	Contact Person
Proctor unit tests in compliance with approved procedures	Contact Person
Print unit grade reports and provide to student and family	Contact Person
Retain or destroy course materials as advised in Course Descriptions Manual	Contact Person
Instructional Roles³	Recommended Staff
In a formal classroom setting, deliver instruction or supervise classified staff mentoring PASS students	Instructor
Tutor the student in challenging concepts	Mentor/Instructor
Assist the student in understanding directions in native language	Paraeducator/ Instructor

¹ The PASS Program is intended for the credit deficient student. Students may work semi-independently, outside the formal classroom. Formal instruction supervised by certificated teaching staff may or may not be required depending on individual student needs and local program design.

² Contact Person = PASS Program Contact Person designated at local level to manage PASS activities.

³ When a non-certificated individual is listed in an instructional role, it is assumed that this individual is supervised by a certificated teacher.

The Educator's Motivational Strategies for Migrant Secondary School Students

1. Model and expect **respectful, responsible, reasonable** and **relational behavior**.
2. Relate instruction to your student's **personal interests and aptitudes**.
3. Develop a **trusting relationship** to encourage a sense of belonging.
4. Encourage migrant students to **teach others** the content they have mastered. Builds confidence, reinforces concepts, initiates friendships.
5. Recognize and build on your student's **unique strengths**. Success leads to continued effort.
6. **Reward progress**, as well as success. Involve students in selecting rewards and planning celebrations. Make learning fun.
7. Open doors for student participation in **extracurricular activities**.
8. For whom does your student want a better life? His mother? A sibling? Children? Relate current learning to the **student's ability to achieve that goal**.
9. Offer assignments permitting exploration of **community resources** of help to the family.
10. Expand your student's exposure to **possible careers** through guest speakers, field trips, job shadowing and independent investigation.
11. Help this student and his family obtain accurate information about **college and technical school**.



Unit 4 How will we know if PASS is helping?

Periodically, you will want to review the PASS data with the PASS Team. The program delivery plan you envisioned will need refining as circumstances, Team Member assignments, and student needs change.

When the PASS Program delivery model has been implemented for several months in your buildings, you may choose to refer back to resources presented in this Guide to identify strategies that other districts have found helpful. Here is another tool to expedite this periodic review.

See “Checklist to Expedite Review of Existing PASS Program Delivery Model”

One strategy that has proven especially helpful is requiring a written educational contract briefly summarizing mutual understandings of the student, the student’s family, the PASS Contact Person, and the building. A simple tri- fold brochure is provided for this purpose in each PASS course. It provides a record of start and finish dates for each enrolled unit of the course.

See PASSport to Success

Some students may benefit from creating a calendar of milestone goals at the unit level. A school assignments calendar could be used for this purpose, you may want to create a unique form students can use.

See My Plan to Complete Unit ___ of PASS Course _____



Completed Unit 4.
You’ve learned how to obtain and evaluate PASS data with your PASS team to refine your program design.

Checklist to Expedite Review of Existing PASS Program Delivery Model		Helpful to:		
		Improve Completion Rate	Make Steady Progress	Improve Average Grade
✓	Local PASS Curriculum Delivery Strategy			
The administrator supervising the Local PASS Program:				
	Completes a migrant student needs assessment. Identifies priority for service students and determines how their needs will be met from the placement options available	X		X
	Tailors the local PASS program to address unmet needs and utilize the resources of the district's instructional delivery program			X
	Involves a PASS Team of educators to systematically monitor student progress and revise the program delivery plan to address unique student needs	X		
The migrant student:				
	Participates in the decision to enroll in PASS and helps select the courses to complete	X	X	X
	Can explain how this course will help achieve the goal to graduate from high school	X	X	X
	Commits to study in this course 6+ hours per week	X	X	X
	Commits to meet with the PASS Contact Person ___ hrs/wk (min = 1) at pre-arranged days/times/locations, and bring course materials to the meetings	X	XX	
	Agrees to ask for help when content is difficult to master, assignment is not clearly understood, or needed materials are not provided		X	X
	Calendars personal goals (dates) for completion of lessons and units	X	X	X
The migrant student's family:				
	Understands that enrollment in PASS is a privilege, participates in the decision to enroll in PASS, and signs a contract to support the student's success through PASS	X	X	
	Agrees to support the student's commitment to study 6+ hours per week in the course	X	X	X
	Talks with the student about the course, encouraging unit grades of A, B, or C	X	X	X
	Ensures the student attends school regularly	X	X	
	Talks with the student about how proud they will be when s/he graduates from high school	X		
The student's academic counselor:				
	Analyzes the student's academic history and grasp of prerequisite skills, including reading level, prior to placement in PASS	X		X
	Reviews PASS course history and "unresolved coursework" partial credit recorded on the student's transcript to see if only part of a PASS course is needed	X		
	Shares PASS enrollment and progress information with educators helping the student enroll in classes for the upcoming session to avoid duplication of credit	X		
	Notifies the PASS Contact Person when the student moves out of the district	X	X	
The PASS Contact Person (CP):				
	Meets with the migrant student ___ hrs/wk (min = 1) at pre-arranged days/times/location to encourage and support continued progress, and proctor online tests	X	XX	X
	Helps the student prepare a study calendar at the start of each enrolled unit	XX	XX	
	Arranges for the student to meet with content expert for tutoring in challenging concepts	X	XX	X
	Assists the student in developing successful study habits	X		X
	Maintains personal contact with the student's family to commend and reinforce the student's positive behavior in PASS and seek support for the student's continued effort	X	X	X
	Reviews the student's unit workbook to ensure it has been completed prior to the unit test			XX
	Helps student check workbook answers against Mentor Manual prior to review for test			XX
	Ensures the student receives permitted materials during each test			XX
	Keeps the student's academic counselor updated on the student's progress in the course	X		
The PASS instructor:				
	Helps the student achieve mastery of instructional content presented in the PASS unit	X	XX	XX

STUDENT
<p>I have enrolled in the PASS course listed on the front of this PASSport.</p> <p>In order to succeed in this course I have agreed to study _____ times per week for _____ hours.</p> <p>The days I will study are: <input type="checkbox"/>Su <input type="checkbox"/>M <input type="checkbox"/>T <input type="checkbox"/>W <input type="checkbox"/>Th <input type="checkbox"/>F <input type="checkbox"/>Sa</p> <p>The best place for me to study is: _____</p> <p>I realize that to do well in this class I must:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Set goals with my mentor/contact for how much work I will complete between visits; <input checked="" type="checkbox"/> Effectively use the time I have set aside to achieve those goals; <input checked="" type="checkbox"/> Write down any questions I have about the lessons and materials.
<p>_____ STUDENT SIGNATURE</p>

SUPPORT PERSON
<p>I realize that this student has made a commitment to taking the PASS course listed on the front of this PASSport.</p> <p>I agree to support and assist him/her to reach this goal by helping when I can in the following ways:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide a quiet place with good light for studying. <input checked="" type="checkbox"/> Allow regular study time; <input checked="" type="checkbox"/> Show an interest by asking about what is being studied; <input checked="" type="checkbox"/> Encourage and support the student in any way I can.
<p>_____ SUPPORTER SIGNATURE</p>

CONTACT/MENTOR
<p>I agree to help this student with the PASS course listed on the front of this PASSport.</p> <p>In order to assist him/her in successfully completing this course, I agree to:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Schedule regular visits to oversee progress and address concerns; <input checked="" type="checkbox"/> Help set goals for each visit; <input checked="" type="checkbox"/> Provide information and support to help the student understand the lessons; <input checked="" type="checkbox"/> Be available by phone at: <p>Home _____</p> <p>School _____</p> <p>E-mail _____</p>
<p>_____ MENTOR/CONTACT SIGNATURE</p>

My Plan to Complete Unit _____ of PASS Course _____

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1 _____ to _____	Lesson(s) _____	Lesson(s) _____	Less (s) (s) _____	Lesson(s) _____	Lesson(s) _____	Lesson(s) _____	Lesson(s) _____
Week 2 _____ to _____	Lesson(s) _____	Lesson(s) _____	Less (s) (s) _____	Lesson(s) _____	Lesson(s) _____	Lesson(s) _____	Lesson(s) _____
Week 3 _____ to _____	Lesson(s) _____	Lesson(s) _____	Less (s) (s) _____	Lesson(s) _____	Lesson(s) _____	Lesson(s) _____	Lesson(s) _____
Week 4 _____ to _____	Lesson(s) _____	Lesson(s) _____	Less (s) (s) _____	Lesson(s) _____	Lesson(s) _____	Lesson(s) _____	Lesson(s) _____

I am starting this unit on the day I have marked on the calendar above.

My goal is to:

(Suggested goal: Earn an A, B, or C in the unit test within 25 days of starting the unit.)

To meet this goal,

- I will complete the lessons as I have listed them above
- I will meet with my PASS Contact Person on the days I have marked
- I will take the unit test on (date): _____
- (If needed:) I will take the retake test on (date): _____

I reached my goal on (date) _____ and earned a grade of _____ in this unit.