



Washington State Migrant Education Program Portable Assisted Study Sequence (P.A.S.S.) Program

P.A.S.S. OPTIONS AND CONSIDERATIONS DURING IMPLEMENTATION OF NON-TRADITIONAL LEARNING MODELS

This handout was developed to assist districts who may be considering adaptations to the local credit accrual models, as some schools have yet to return to full-time in person instruction. This is not intended to be an all-inclusive list of all possibilities. If you have questions about program design, would like to share best practices and successes or would like to discuss how P.A.S.S. may serve the needs of your migratory students feel free to contact the P.A.S.S. team at (509) 837-2712 or PASS@MSDR.org.

Do you have any students who are not on target to graduate at their expected time of graduation?

Tools for Conducting a Credit Accrual Needs Assessment

- Identify credit deficient migrant students in your district.
 - **Tool:** Student Credits Earned Summary available through the Migrant Student Information System (MSIS).
 - **Tip:** Share with your counselor(s) to determine if the student would benefit from enrollment in P.A.S.S. courses and develop a plan with specific course and unit enrollments.
- Determine if P.A.S.S. students enrolled in the 2020 Spring term may have been negatively impacted with the Governor mandated emergency school closures.
 - **Tools:** P.A.S.S. Detail and Goal Report Card available through the P.A.S.S. database. P.A.S.S. Contacts can access the report, or to request access to the database please submit a completed [P.A.S.S. Educational Agreement and Password Request Form A](#)
 - **Tip:** Share report with P.A.S.S. Contact(s) and Counselor(s) to identify students who may benefit from the “Do No Harm to Student” re-enrollment options available through the P.A.S.S. COVID-19 Emergency Grading Policy.

What Advantages Does P.A.S.S. Offer Compatible with Non-Traditional Learning Models?

- P.A.S.S. offers 41 self-contained high school courses (12 in Spanish). The [Course Offerings and Placement Resource](#) is available at www.MSDR.org.
- Program lends to meeting the Social Emotional Learning needs of students through relationship development and mentoring components and targeted instructional and/or language support.
- Workbooks can be taken home and completed between meetings with mentor, and internet access is NOT required. Flexible program design options to accommodate remote, hybrid and small group cohort learning models (e.g. students are assigned to meet with mentor for 1 period a specific number of times per week online and/or in person).
- Progress monitoring can be done via zoom, phone, or other local learning platforms.



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- Contacts can post P.A.S.S. related resources onto local learning platforms to promote student accessibility and learning.
- P.A.S.S. offers partial credit options, only enroll the student in the units needed to complete the credit deficiency need. Each unit is equivalent to approximately 18 seat hours of study or a .1 Carnegie credit.
- P.A.S.S contacts may be certificated or classified.
- Training, technical assistance, and program design support is available through the Migrant Student Data, Recruitment and Support (MSDRS).

What Might I Consider for Developing a Remote, Hybrid, Small Group Cohort or Other Non-Traditional Credit Accrual Program Design?

- Does the P.A.S.S. contact(s) have sufficient FTE to serve the identified number of credit deficient students?
- Does the contact have flexibility to be available when student(s) are available (sometimes it may be evenings or weekends)?
- Does your district have funds in your migrant grant or does your district have support from potential partner programs within your school to enhance program model should other identified areas of support be identified?

Examples of needs:

- **Students struggling with online instruction or language barriers.**
 - **Consider:** Peer-to-peer small group cohort style learning and studying sessions for students in like course(s).
 - **Consider:** Recruiting instructional staff who can provide targeted support, tutoring and/or support in students native language
- **Students do not have internet access or reliable transportation to and from school.**
 - **Consider:** Flexibility to conduct home visits or meetings for support and to proctor tests.
- **Low student engagement and participation.**
 - **Consider:** Supplementing credit accrual program with social emotional learning, leadership development, post-secondary exploration and/or goal setting activities.
 - **Consider:** Development of opportunities to celebrate and recognize student achievements such as:
 - Certificates and recognitions during assemblies for P.A.S.S. student of the month, quarter, or semester.
 - Submission of nominations to the Washington State P.A.S.S. Program for consideration of the Washington State P.A.S.S. Student of the Year.
 - Partnerships with local businesses and agencies to gather prizes, gift cards, or other incentives for progress.