

# Secondary Level Services

PASS and Graduation Enhancement

## *Recruiter Roles and Responsibilities for Secondary Level Students*

May 11, 2016

Kathleen Jackson  
Education Consultant  
PASS Coordinator

Erik Nordgren  
Statewide Recruiter  
Graduation Enhancement  
Specialist



# State Goal of ID&R

**“...locate, certify, and enroll all eligible migrant children and youth, ages 0-21, in the state in order to address their needs as identified through the recruitment process and more formally through a comprehensive needs assessment process.”**

# Recruiter Ongoing Actions

- **Anticipate students' arrival dates**
- **Make early inquiries**
  - **Employers**
  - **Families**
  - **Wisconsin and home base schools**
  - **Interagency partners**
  - **MSIX Notification**
  - **NGS Reports (New Generation System)**
  - **TMIP (Texas Migrant Interstate Program)**

# Recruiters Make a Difference

- **Carry out timely recruitment – due dates!**
- **Participate in initial needs assessment – comment section**
  - inquire about course needs
  - discuss graduation plans
  - collect report cards, transcripts
  - explore testing recommendations
  - share special needs
  - encourage summer school for credit recovery and enrichment
  - ask about other supportive needs

# Actions that make a Difference for Secondary Students

**Be aware of course and credit earning options:**

- **PASS (Portable Assisted Study Sequence)**  
Free to all migrant students during summer session
- **PLATO or similar online program**  
Free to migrant students enrolled in districts with this program
- **University of Texas – Austin**
  - Potential uses
  - Cost involved
- **Others**

# Follow-up Actions for Secondary Level Students

**After students are recruited and COEs are in:**

- **share pertinent information with appropriate parties**
- **maintain contact with students and their parents**
- **serve as an ongoing advocate**
- **mediate as needed when issues arise**
- **re-visit NGS/MSIX to confirm partial and/or full credit is recorded**

# PASS Concern Identified in Comprehensive Needs Assessment

**“There is a discrepancy between the number of students enrolling in PASS courses during the summer and the number of successful completions.”**

- **provide more weeks of instruction in summer**
- **plan for completions in fall semester**
- **coordinate services with local district staff**
- **connect with home base schools, as needed**
- **ensure credit is granted on official transcript**

# **ID&R of OSY of Concern in Comprehensive Needs Assessment**

**“ID&R of out-of-school youth (OSY) is inconsistent at migrant-funded projects. There is a lack of connections that offer this population the types of support needed.”**

- local level activities**
- state level activities**

# LEA Follow-up ID&R Actions for OSY (Out-of-School Youth)

## When OSY youth are identified:

- complete OSY student profile and submit with COE
- help assess individual interests and needs
  - educational
  - supportive services
- develop a Student Service Plan
- help with referrals and other networking connections
- share OSY website [osymigrant.org](http://osymigrant.org) resources
- follow up on OSY to ensure services are being offered

# SEA Follow-up ID & R Actions for Out-of-School Youth (OSY)

**“Increase technical assistance to local programs and project staff.”**

- **facilitate workshops focused on areas of need**
- **increase regular communication with LEAs**
- **provide technical assistance to project staff**
  - **website**
  - **e-brief**
  - **telephone consultation**
  - **on-site meetings**

# Secondary Level Services and OSY Websites

## Wisconsin PASS Program

<http://www.wipass.org>

## Geneseo, New York Migrant Center

<http://migrant.net>

## National PASS Center

[www.npcpass.org](http://www.npcpass.org)

## Graduation and Outcomes for Success for OSY (GOSOSY)

<http://osymigrant.org>