

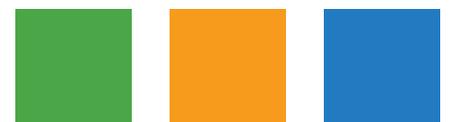
FLORIDA
PASS
PROGRAM

2016

Program implementation GUIDE



a how-to guide for the
Florida PASS Program...





Implementation Guide

2016-2017

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What's NEW at PASS this year?

- ◆ We have completed 2 online textbooks, Your Health and English 1 A. You can preview these textbooks at <http://livebook.floridapass.tech>. The online versions are almost identical to the paper versions so students can move back and forth between them. The online versions, however, contain many audio and video enhancements, including integrated tutorials. The online textbooks are compatible with smart phones, tablets, and computers, and include online pretests.
- ◆ We have added closed captioning to our video tutorials. We have begun to add Spanish subtitles to our video tutorials.
- ◆ The Florida PASS program continues to develop online tutorials. We have completed tutorials for Your Health, U.S. Government, Algebra, and Math on the Move. New tutorials are added every week. Follow us (@floridapass) on Twitter, Google+, or Facebook to see when new tutorials are added. Students and teachers can login to floridapass.org to view tutorials. We also mirror our tutorials on our Florida PASS program YouTube channel.
- ◆ We have added the new Economics with Financial Literacy course (2102335).
- ◆ We have released an updated and revised Geometry A & B.

Fall 2016

- ◆ We will integrate the new online textbook system with floridapass.org so all students enrolled in a PASS class with an online textbook available can access the textbook and pretests as well as save all their work.
- ◆ Teachers will be able to view their students' online work and pretests so feedback can be provided.

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 both migrant students and school districts. Funding for the Florida PASS Program is provided by the Florida Department of Education with federal Title 1 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 Florida 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 grades from the five unit tests are averaged, a final score is reported to a student's school district, and the student is awarded one semester (1/2) of 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 Florida 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 Florida PASS Program.

Interrupted school year

Many of Florida'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.

The Florida Class Size Amendment and Late School Enrollment



Many of Florida's migrant families travel with the agricultural seasons, and it is not uncommon for migrant families to arrive in Florida during October, November, or even as late as January.

At the same time, many Florida high schools fill their core classes to the maximum number, 25, at the beginning of the school year.

Unfortunately, that means that there may be no space in some core classes for late-arriving migrant students.

One solution that has been successfully implemented for migrant students is to take a comparable Florida PASS course where there is no space in a regular classroom course. Regardless of PASS enrollment, student FTEs are retained by the district.

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 the Florida PASS may be exactly what is needed to refresh a student's memory of his completed coursework and, at the same time, ensure that Florida's Sunshine State Standards are being adhered to in 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 Florida PASS courses are offered in Spanish as well as English (see "PASS Course Guide").

Deferred Action for Childhood Arrivals



Deferred Action for Childhood Arrivals (DACA) allows undocumented individuals meeting certain criteria to request consideration to remain in the United States. Deferred action lasts for a period of 2 years, subject to renewal, and individuals may be eligible for employment authorization. One of the criteria is that you are "... currently in school, have graduated or obtained a certificate of completion from high school, have obtained a general education development (GED) certificate, or ...". This requirement for DACA grants new importance to any program that can help an undocumented student complete high school!

Florida 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 Florida’s migrant students.

MIGRANT FAMILY LIFESTYLE	SCHOOL PROGRAMS & RESOURCES	FLORIDA 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. During the summer, many migrant students work alongside their parents in order to help support their families and are unable to attend more intensive instruction during summer PASS programs.

Even a struggling migrant student can be successful with PASS given the right amount of support. The Florida PASS program provides an increasing amount of academic support through its website; however, the regular motivational and academic support of a local facilitator is invaluable.

Every PASS course conforms to Florida 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 Florida PASS office for evaluation by a trained staff member.
- ◆ Each student's credit is verified by the school-based personnel and the PASS 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:

- ◆ Each posttest is shipped with a preprinted, pre-affixed name and barcode label that is specific to the individual student. Alternatively, students may opt to take unit tests online (see "Online computer testing is available," page 25).
- ◆ 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 in the included, pre-addressed envelope back to the Florida PASS Program office, where its barcode is scanned and it is marked as "received" on a given date. 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 Florida PASS program course, the easy steps of program implementation are as follows:

1. Enroll the student in the course.

Students are enrolled in Florida Program PASS courses by designated migrant personnel who log onto the program via www.floridapass.org. Once a student's online registration is complete, he or she can be enrolled in the appropriate course by clicking on the "Enroll" option and then selecting the desired course. Then specify where materials should be sent and the name of the facilitating teacher who will monitor and test the student's progress. Soon, the course materials will arrive at the student's school. It's that easy.

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

Each semester course contains five units of material. 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.

In addition to the five workbook 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 trigonometric 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 Florida PASS office for specific suggestions for course support.

3. *When all five unit tests are completed, the Florida PASS Program office will average the five test scores and determine the student's final grade.*

The passing grade for a Florida PASS course is 60%. However, if a student has not achieved an average grade of at least 70% when all five unit tests are complete, then he or she has the option to retake low-scoring 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 Florida PASS coursework.

A score of "F" is never assigned to students in Florida PASS courses. If students do not achieve an average score of at least 60% in a given course, the course is considered incomplete until such time as the student retakes and achieves high enough test scores to bring their grade up to a minimum of 60%. Thus, students can either pass the course with an average score of 60% or above and receive 0.5 credits for each semester long course, or not receive credit for the course at all.

Once a student's passing course grade is determined, it will be communicated by the Florida PASS Program office to the registrar of 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 registrar to ensure accurate and timely addition of student grades.

Course Grades Assigned as Follows:

60 – 69%	D
70 – 79%	C
80 – 89%	B
90 – 100%	A

Student Eligibility Requirements

In order to be eligible for the Florida 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 Florida 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:

- ◆ Due to the Florida Class Size Amendment, some students who enroll after the beginning of the school year may not be enrolled in a core class because there is no space available. In that event, a student may be enrolled in a Florida PASS course under the daily supervision of a highly qualified facilitating teacher in order to accrue the credit that he or she may otherwise have missed. *In order to ensure that such a student receives adequate guidance and instruction, it is recommended that the student be scheduled for a study hall, student assistant course, or similar alternative with the facilitating teacher. In this special case, students are being exposed to the material of the PASS course for the first time, and are likely to need more instruction than students who are repeating the course.*
- ◆ 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 summer PASS course that repeats Algebra 1 in order to better prepare him or her for the following year. In that case, if the student earns a better grade on the PASS course, the new grade will replace the lower grade on his transcript

English Language Proficiency Levels and PASS

A key component of a migrant student’s success with Florida 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.

Middle School Pass Course Guide

See Florida PASS Course Catalog for course descriptions.

Course Number	Course Name
1001010	M/J Language Arts 6A
1001040	M/J Language Arts 7A & 7B
1001070	M/J Language Arts 8A & 8B
1008010	M/J Reading 6A & 6B
1008040	M/J Reading 7A & 7B
1008070	M/J Reading 8A & 8B
1205010	M/J Math 6A & 6B
1205040	M/J Math 7A & 7B
1205070	M/J Math 8A & 8B
2100010	M/J U.S. History A & B

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 U.S. History 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.

High School Pass Course Guide

See Florida PASS Course Catalog for course descriptions.

Course Number	Course Name
1001310	English 1A & 1B
1001340	English 2A & 2B
1001370	English 3A & 3B
1001400	English 4A & 4B
NA	Learning English through Literature*
1009320	Creative Writing
1200310	Algebra 1A & 1B
1206310	Geometry A & B
1200330	Algebra 2A & 2B
NA	Personal Finance†*
NA	Integrated Math Concepts†*
2000310	Biology A & B
2001340	Environmental Science A & B
2106310	U.S. Government†
2100310	U.S. History A & B
2103300	World Geography A & B
2109310	World History A & B
2102310	Economics
2102335	Economics with Financial Literacy
1700370	Critical Thinking & Study Skills
1700380	Career Research & Decision Making
0800300	Your Health/Life Management Skills†

† Spanish Text Available * Non-credit Course

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 state of Florida or outside of Florida.

Another example of PASS flexibility

The Generic Novel Unit

Now, students have a choice of novels to read for the novel unit in English 1-4 courses. During online course registration, students can select from many popular, grade-level appropriate novels on the Florida PASS website in order to complete the novel requirement. Students' generic novel choices are listed on the following pages, by grade level.

List of Generic Novel Choices for English

Title	Author	Lexile	Grades
1984	George Orwell	1090	9 - 12
2001: A Space Odyssey	Arthur C. Clarke	1060	9 - 12
2010: Odyssey Two	Arthur C. Clarke	990	9 - 12
A Step from Heaven	An Na	670	9
A Walk to Remember	Nicholas Sparks	1010	9 - 12
Alligator Bayou	Donna Jo Napoli	430	9
Anthem of a Reluctant Prophet	Joanne Proulx	1040	9 - 12
Atlantis Found (A Dirk Pitt Adventure)	Clive Cussler	1010	9 - 12
Audrey, Wait!	Robin Benway	760	9
Babe: The Gallant Pig	Dick King-Smith	1040	9 - 12
Before We Were Free	Julia Alvarez	890	9
Black Boy	Richard Wright	1080	9 - 12
Bleachers	John Grisham	1280	11, 12
Breaking Through	Francisco Jimenez	750	9
Brian's Winter	Gary Paulsen	1140	11, 12
Brutal	Michael Harmon	620	9
Burro Genius: A Memoir	Victor Villasenor	1060	9 - 12
Catching Fire	Suzanne Collins	820	9
Clarice Bean Spells Trouble	Lauren Child	1040	9 - 12
Contact	Carl Sagan	1010	9 - 12
Crackback	John Coy	490	9
Cry, The Beloved Country	Alan Paton	860	9
Dairy Queen	Catherine Murdock	990	9 - 12
Dark Water	Laura McNeal	1250	11, 12

List of Generic Novel Choices for English

Title	Author	Lexile	Grades
Death Match	Lincoln Child	770	9
Dirk Gently's Holistic Detective Agency	Douglas Adams	1030	9 - 12
Dragon Tears	Dean Koontz	1060	9 - 12
Dragonsong	Anne McCaffrey	960	9 - 12
Dreamland	Alyson Noël	980	9 - 12
Ender's Game	Orson Scott Card	780	9
Eragon	Christopher Paolini	710	9
Everlost	Neal Shusterman	860	9
Facts of Life: Stories	Gary Soto	790	9
Fahrenheit 451	Ray Bradbury	890	9
Fear Nothing	Dean Koontz	1060	9 - 12
Feed	M. T. Anderson	770	9
Fever Crumb	Philip Reeve	1000	9 - 12
Firestarter	Stephen King	890	9
Forgotten Fire	Adam Bagdasarian	1050	9 - 12
Freak the Mighty	Rodman Philbrick	1000	9 - 12
Gingerbread	Rachel Cohn	960	9 - 12
Graceling	Kristin Cashore	730	9
Gym Candy	Carl Deuker	710	9
Hatchet	Gary Paulsen	1020	9 - 12
How the Garcia Girls Lost Their Accents	Julia Alvarez	950	9 - 12
How to Ride a Dragon's Storm	Cressida Cowell	1040	9 - 12
Hush	Jacqueline Woodson	640	9
I Know Why the Caged Bird Sings	Maya Angelo	1070	9 - 12

List of Generic Novel Choices for English

Title	Author	Lexile	Grades
If I Stay	Gayle Forman	830	9
In The Time Of The Butterflies	Julia Alvarez	910	9, 10
Inca Gold	Clive Cussler	1000	9 - 12
Insomnia	Stephen King	1020	9 - 12
Jubilee	Margaret Walker	1090	9 - 12
Jumped	Rita Williams-Garcia	600	9
King of the Screwups	K. L. Going	690	9
Life As We Knew It	Susan Beth Pfeffer	770	9
Life Expectancy	Dean Koontz	1000	9 - 12
Like Water for Chocolate	Laura Esquivel	1030	9 - 12
Lockdown	Walter Dean Myers	730	9
Looks	Madeleine George	1060	9 - 12
Macho!	Victor Villasenor	660	9
Marcelo in the Real World	Francisco X. Stork	700	9
Mexican WhiteBoy	Matt de la Pena	680	9
Mockingjay	Suzanne Collins	800	9
Monster	Walter Dean Myers	670	9
My Brother Louis Measures Worms	Barbara Robinson	1050	9 - 12
My Sister's Keeper	Jodi Picoult	840	9
Night	Elie Wiesel	590	9
Night Hoops	Carl Deuker	630	9
North of Beautiful	Justina Chen Headley	850	9
Nothing	Janne Teller	1000	9 - 12

List of Generic Novel Choices for English

Title	Author	Lexile	Grades
November Blues	Sharon M. Draper	770	9
Oathbreaker: A Prince Among Killers	S. R. Vaught, J. B. Redmond	1050	9 - 12
Oathbreaker: Assassin's Apprentice	J.B. Redmond, Susan Vaught, S.R. Vaught	1020	9 - 12
Odd Thomas	Dean Koontz	1040	9 - 12
Of Mice and Men	John Steinbeck	630	9
Parrot in the Oven: Mi Vida	Victor Martinez	1200	11, 12
Rain of Gold	Victor Villasenor	820	9
Reaching Out	Francisco Jimenez	910	9, 10
Reality Check	Peter Abrahams	690	9
Saving Zoe	Alyson Noel	1040	9 - 12
Shiver	Maggie Stiefvater	740	9
Shooter	Walter Dean Myers	690	9
Sold	Patricia McCormick	820	9
Someone to Love Me	Anne Schraff	700	9
Speak	Laurie Halse Anderson	690	9
Staying Fat for Sarah Byrnes	Chris Crutcher	920	9, 10
Stop Me If You've Heard This One Before	David Yoo	1060	9 - 12
Stormbreaker (Alex Rider Series #1)	Anthony Horowitz	670	9
Suckerpunch	David Hernandez	720	9
Taken	Edward Bloor	640	9
Taking Sides	Gary Soto	750	9
The Adventures of Tom Sawyer	Mark Twain	950	9 - 12

List of Generic Novel Choices for English

Title	Author	Lexile	Grades
The Astonishing Life Of Octavian Nothing, Traitor to the Nation	M.T. Anderson	1090	9 - 12
The Battle of Jericho	Sharon M. Draper	700	9
The Bell Jar	Sylvia Plath	1140	11, 12
The Book Thief	Markus Zusak	730	9
The Brief Wondrous Life of Oscar Wao	Junot Diaz	1010	9 - 12
The Catcher in the Rye	J. D. Salinger	790	9
The Circuit: Stories from the Life of a Migrant Child	Francisco Jimenez	880	9
The Compound	S. A. Bodeen	570	9
The Crying of Lot 49	Thomas Pynchon	1060	9 - 12
The Death of Artemio Cruz	Carlos Fuentes	1020	9 - 12
The Disreputable History of Frankie Landau-Banks	E. Lockhart	890	9
The Farming of Bones	Edwidge Danticat	960	9 - 12
The Haunting of Hill House	Shirley Jackson	990	9 - 12
The Hunger Games	Suzanne Collins	810	9
The Island	Gary Paulsen	1050	9 - 12
The Joy Luck Club	Amy Tan	930	9, 10
The Jungle	Upton Sinclair	1170	11, 12
The Killer Angels	Michael Shaara	610	9
The Last Song	Nicholas Sparks	790	9
The Last Thing I Remember	Andrew Klavan	690	9
The Love Curse of the Rumbaughs	Jack Gantos	1020	9 - 12
The Melting of Maggie Bean	Tricia Rayburn	1010	9 - 12

List of Generic Novel Choices for English

Title	Author	Lexile	Grades
The Monstrumologist	Rick Yancey	990	9 - 12
The Outsiders	S.E. Hinton	750	9
The Perfect Shot	Elaine Marie Alphin	990	9 - 12
The Princess and the Goblin	George MacDonald	1030	9 - 12
The Princess Bride	William Goldman	870	9
The Red Badge of Courage	Stephen Crane	660	9
The River	Gary Paulsen	960	9 - 12
The Secret Story of Sonia Rodriguez	Alan Lawrence Sitomer	800	9
The Things They Carried	Tim O'Brien	880	9
The Ultimate Hitchhiker's Guide to the Galaxy	Douglas Adams	1000	9 - 12
The War Of The Worlds	H.G. Wells	1170	11, 12
Things Fall Apart	Chinua Achebe	890	9
Thirteen Senses: A Memoir	Victor Villasenor	950	9 - 12
Truancy	Isamu Fukui	1000	9 - 12
Utterly Me, Clarice Bean	Lauren Child	900	9
Whale Talk	Chris Crutcher	1000	9 - 12
When You Reach Me	Rebecca Stead	750	9
Where Things Come Back	John Corey Whaley	960	9 - 12
White Teeth	Zadie Smith	960	9 - 12
Why We Broke Up	Daniel Handler	980	9 - 12
Willow: It's Hard to Keep a Secret When...	Julia Hoban	730	9
Wintergirls	Laurie Halse Anderson	730	9
Yo!	Julia Alvarez	880	9

Don't see a title you like? Select any appropriate novel to use with the generic novel option – just contact us to verify the book fits the level of the course.

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.

The Summer PASS Program

Many annual PASS courses that are completed in the state of Florida are completed 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 for up to 30 hours per week to supervise migrant students with PASS courses. 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 PASS 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.

MOVING DURING THE SUMMER?



Students who travel out of state during the summer but return in the fall can still access many Florida PASS resources, including online tutorials and online testing. Florida PASS will even try to identify local resources such as academic support to aid the student while away. Contact PASS for more details.

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. Therefore, students can either wait until they return from travels to their home school to schedule unit tests, or if there are migrant personnel available who can test the student at his or her summer destination, migrant offices may coordinate and test the student at the destination site.

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 Florida 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
Kansas	New York	Wisconsin

Students who transfer outside of Florida’s 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 Florida 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 Florida PASS Program office. Many times, PASS course support can be arranged with a state's Migrant Education Program personnel or even with regular school district personnel.

The Florida PASS website

The Florida PASS Program has an interactive website: www.floridapass.org.

This website serves a number of purposes. It informs users about the program, but it also allows registered migrant teachers to log on to register students, enroll students in courses, verify student progress, review students' unit test grades, and enable students to take unit tests online. As of 2013, the PASS website provides video tutorials for several courses, and continues to add video tutorials for additional PASS courses. PASS students may now log on to the site in order to view these tutorials or to take pending unit tests and to check their own progress.



Online Computer Testing is Available

In 2011, the Florida PASS Program office implemented a new internet-based service for students who choose to take end-of-unit tests online. Most courses now offer online computer testing (see the Florida PASS Course Catalog for more specific information).

As a result, a student in selected courses can now take tests online in the school environment with the following advantages:

- ◆ Since written tests are mailed to the Florida PASS office, the possibility of tests being lost in transit is eliminated;
- ◆ Student test scores and end-of-course grades can be received in a more timely manner; and
- ◆ Less cost in terms of postage and less personnel time for grading since the objective response sections of computer-based tests are instantly graded.

Even with online testing, students may still have as much time as they need to complete tests. If they run out of time before they are ready to submit the test for grading, they may choose to save their test as a draft and return to it later to finish. Also, they may still have access to scratch paper, calculators, and any IEP or ELL accommodations that they would normally have during testing.

If students are not comfortable using computers, this is probably not the best testing choice. Each Florida PASS course is still shipped with hard copy tests if students choose to utilize that method.

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 Florida PASS courses. Contact the Florida 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's 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 grades promptly. Check the Florida PASS website every day or two after submitting unit tests for grading and provide students with unit test grades as promptly as possible.
- 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. With the exception of district-paid facilitating teacher salaries, all of the cost associated with the courses is paid for by the Florida Department of Education under Title 1 Part C funding.

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

As long as PASS migrant students are enrolled at a Florida 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 registrar will receive notice of the PASS credit within one to two weeks. However, upon special request, registrars 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 Florida PASS office for guidance about the areas of student weakness on the exam. Tests are filed at the Florida PASS office for at least two years after administration.

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 and administered to the student upon his return, or arrangements can be made for the student to take the tests under the supervision of out-of-state PASS office personnel.

If a student transfers to a new school out of state with no intention of returning, can she 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 (see page 23). If this situation occurs, contact the Florida 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 Florida PASS Program office at the number listed on the inside front cover of this booklet. The PASS office will have you registered and trained to administer a PASS program in a short time frame!

If a student completes Algebra 1, Geometry, Biology, or United States History with a Florida PASS course, does he still need to take the state EOC exam in that subject?

Yes, ALL students are required to pass the state EOC exams in Algebra 1, Geometry, Biology, or United States History (per the Florida Department of Education calendar of EOC administration) for graduation. This includes students who take any form of credit recovery for those classes as well as students who receive the credit in a regular classroom.

Mentor/Instructor Requirements and Training

The Florida PASS Program requires that all facilitating teachers be certified in their subject area and knowledgeable in the PASS course to be facilitated.

Facilitating teachers must also attend a short training from an experienced PASS teacher about requirements for student participation in the PASS credit recovery program as well as training on correct usage of the Florida PASS website and access to online student testing. Once completed, facilitating teachers may supervise student progress in each PASS course and may also proctor unit tests and forward them to the Florida PASS Office for grading and score maintenance.

If additional student support is necessary, students can access tutoring assistance from a facilitating teacher at the Florida PASS office by calling the office and scheduling an individual phone tutoring session.

The Florida PASS Program is committed to providing students with adequate tutoring support in their pursuit of academic credit recovery. Each year, the PASS Program hires a number of certified teachers during the summer months to enable students to succeed in math, science, English, and social studies PASS courses. Contact the Florida PASS Program office if you are interested in participating in this program within your school district.

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 five unit tests. If the final course grade is less than 60% (minimum for course completion), the student may retake low-scoring unit tests until the final course grade meets the minimum score requirement.

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 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). PASS courses are shipped in an expandable file folder; it is recommended that all units not being used by a student should be kept in that folder. In the event that a student must return to a completed unit in order to re-take a unit test, it will be easily accessible.

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. (If a student opts for online testing, this requirement is not necessary.)

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.

There is no need for teachers to keep track of student scores; all unit tests will be recorded on a permanent record and backed up to a server at the Florida Pass Program office. Once a student has achieved a minimum overall score of 60% or greater in a given course, the PASS office will notify the school registrar so that district course credit may be awarded.

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.

Student and Teacher Surveys

At the end of each PASS course, students and teachers alike are asked to complete a short, one-page survey about the course. This data is reviewed and summarized in annual reports to the National PASS Center. This input informs decisions regarding curriculum development and revision. The Florida PASS Program welcomes comments and suggestions for course improvements. See pages 35-36 for examples of surveys.



Florida PASS Program Forms

Copies of the following forms can be made and used as needed.

Please fax or mail to:
 Migrant Education Services Center
 408 Chipman Street
 Plant City, FL 33563
 Ph: 813-757-9331 Fax: 813-757-9332



**Florida PASS Program
 Assurances and Student Application**

FOR OFFICE USE ONLY:
 Approved Not approved
 Date: _____
 Signature: _____

I certify that this student:

- ◆ Was identified as eligible for migrant services upon entering or while attending high school;
- ◆ Demonstrates at least seventh grade level reading and writing skills;
- ◆ Is in need of this course to fulfill promotion or graduation requirements.

 Contact person signature Date

 Facilitating teacher signature Date

 Student signature Date

Guidance certification:
I certify that this course has been selected to meet the student's graduation and/or promotion requirements.

 Guidance counselor's signature Date

Student Information

Name: _____ District Student ID #: _____ Date of Birth: _____

Gender: Male Female **Race:** Hispanic American Indian Asian Black White Other

Current School: _____ Current Grade: _____ QAD: _____

School District Name: _____

Contact Person: _____ Phone: _____

E-mail: _____

Mailing address: _____

Facilitating Teacher: _____ Phone: _____

E-mail: _____

Mailing address: _____

Please enroll the above student in the following course (list only one course).

PASS Course Title: _____ Course #: _____

Reason(s) for taking this course (select all that apply):
 Graduating This Year Promotion Credit Accrual Raise GPA Repeat Course

Mail course materials to: Contact Person Facilitating Teacher



FLORIDA PASS PROGRAM STUDENT SURVEY

Your input is very valuable to us.

Please complete this survey about your experience taking this course and return it to your teacher.

Name of course evaluated: _____	Highly Agree	Agree	Disagree	Highly Disagree	Unsure	
1. The lessons were easy to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The lessons were interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. I have received sufficient help and support from the facilitating teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The lessons were challenging, but not beyond my abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. The length of the lessons was fair and manageable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. The directions and questions were easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. I enjoyed the variety of course activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Participation in a PASS course allowed me to meet credit and graduation requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Did the tests cover the material in the lessons? If not, please explain.						
10. What suggestions do you have for improving this course?						
Reason for taking this course: (Select all that apply)		Graduating This Year <input type="checkbox"/>	Promotion <input type="checkbox"/>	Credit Accrual <input type="checkbox"/>	Raise GPA <input type="checkbox"/>	Repeat Course <input type="checkbox"/>

Grade: _____ School: _____

District: _____ Date: _____

Teacher, please return the completed survey to the Florida PASS Office at:

Florida PASS Office, 408 Chipman St., Plant City, FL 33563 • 877-FLA-PASS / 813-757-9331 • Fax: 813-757-9332



FLORIDA PASS PROGRAM MENTOR SURVEY

Name: _____

Address: _____

Phone: _____

E-mail: _____

Name of course evaluated: _____

Date: _____

	Highly disagree	Disagree	Neutral	Agree	Highly agree	Don't know
1. Course meets high standards.	1	2	3	4	5	
2. Student can complete course as semi-independent work.	1	2	3	4	5	
3. The sequence of units and lessons is logical.	1	2	3	4	5	
4. Activities are appropriate and interesting.	1	2	3	4	5	
5. The lessons are challenging.	1	2	3	4	5	
6. The lessons are within a student's abilities.	1	2	3	4	5	
7. The length of the lessons is fair and manageable.	1	2	3	4	5	
8. The directions and questions are easy to understand.	1	2	3	4	5	
9. Overall I would rate the course as:	poor	fair	good	very good	excellent	

10. What changes would you recommend to improve the course? (Use back of sheet if needed.)

11. Please note page numbers of errors you have found and explain.

**Please return the completed survey to the Florida PASS Office at:
Florida PASS Office, 408 Chipman St., Plant City, FL 33563 • 877-FLA-PASS / 813-757-9331 • Fax: 813-757-9332**



Florida PASS Student of the Year

NOMINATION FORM

Directions: Please provide the following information for each student nominated.

Student Name: _____

Address: _____

City: _____ State: FL Zip: _____

Phone: _____

School Currently Attending: _____ Grade: _____

Current School District: _____

School Attended During Summer (if appropriate): _____

Facilitating Teacher¹: _____

Address: _____

City: _____ State: FL Zip: _____

Phone: _____ School District: _____

Email: _____

Complete the student profile on the back of this sheet. In addition to the profile information, nominations must include the following:

- ◆ Copy of student's Certificate of Eligibility
- ◆ Student essay of 300-500 words telling about educational and career goals and how PASS has helped him/her.
- ◆ Student and parent signature, if applicable, where indicated on the back of this sheet

Please provide a clear photo of the nominee (head and shoulders with an uncluttered background) for printing in the Florida PASS publications and the Florida PASS website. **Completed applications and attachments must be submitted annually to the Florida PASS Program no later than February 1st.**

¹ Or other person nominating student.

Please return the completed application to the Florida PASS Office at:
Florida PASS Office, 408 Chipman St., Plant City, FL 33563 • 877-FLA-PASS / 813-757-9331 • Fax: 813-757-9332

STUDENT PROFILE

(to be completed by contact person or PASS mentor)

A. Family history of migration: (5 points)

Scoring Criteria

Student Profile: 25
Pass Course Performance: 10
Student Essay: 15
Total Possible Points: 50

B. Why did the student need PASS? (5 points)

C. What academic successes has the student achieved, i.e. credits earned, scholarships, awards, honors, etc.? (5 points)

D. In what extracurricular activities, family/work responsibilities and/or accomplishments has the student been involved? (5 points)

E. Tell why you feel the nominee is an exemplary PASS student. (5 points)

I agree to the use of my name, photograph and/or the information contained in this application by the Florida PASS Program for publication in PASS related materials including the Florida PASS website.

Student signature

Date

Parent signature if student is under 18 years old

(Attach additional sheets as needed)

Florida PASS Office
408 Chipman Street
Plant City, FL 33563
(877) 352-7277



Florida PASS Program
Implementation Guide 2016

