


Morgan Re-3 Newcomer Program Overview

Migrant Education Newcomer Academy



Presenters:

- ▶ Mark Rangel – Director of MENA and Coordinator of Federal Programs
 - ▶ Abdinasser Ahmed – Instructor and Graduation Advocate
 - ▶ Carolyn Klimper – Middle School & MENA ELL Instructor
 - ▶ Karen Liston– High School & MENA ELL Instructor
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What is a newcomer?

- ▶ Newcomer students are recent immigrants who have little or no English proficiency and who may have had limited formal education in their native countries.



Why we need a newcomer program

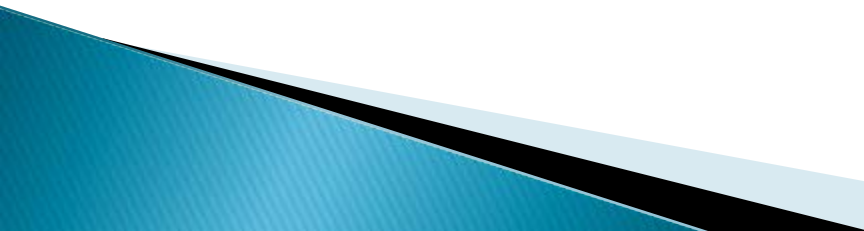
- ▶ Recent demographic changes
 - ELLs
 - 30% of secondary students are ELLs (NEP and LEP)
 - Pressure on existing ESL service delivery
 - Newcomer language development needs are distinct
 - Refugee students—recent increase
 - Pressure on entire instructional system—skill levels extremely diverse
 - Migrant students—funding source
 - Serving 230 migrant students District-wide
 - 45% at Middle School and High School levels

Why we need a newcomer program

- ▶ District designated as Priority Graduation district
- ▶ Need alternatives for non-traditional students
 - Over-age, under-credited students
- ▶ Would allow FMHS to focus on instructional rigor— The MENA will focus attention to differentiation and “catch up” strategies when the “clock is ticking”



Goals of the program

- ▶ Establish a bridge between newcomer needs and existing language support system
 - ▶ Develop English language skills
 - ▶ Help newcomers acculturate to U. S. schools
 - ▶ Make newcomers aware of educational expectations and opportunities
 - ▶ Create connections to existing community resources
 - OneMorgan County, Parent/Community Involvement Committee, Jewish Family Center
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Planning

- ▶ Identified placement criteria
- ▶ Selection assessments
- ▶ Identified transition criteria and strategies
- ▶ Determine support services such as translation services (Community Navigator)
- ▶ Establish parent/family connections (MEGA's)
- ▶ Provide professional development



Program Design

- ▶ Must match student needs with District resources
 - Use of migrant funds
 - Potential for other grants
- ▶ Program structure—half day programming
- ▶ Site determined
- ▶ Creation course offerings
- ▶ Secured curriculum materials and tools
- ▶ Provide extended time for learning
 - Integration within regular school, extracurricular activities, etc. Ex. Reading to elementary students

Criteria used to determine pathway

- ▶ Age of student
- ▶ Number of credits previously earned
- ▶ Academic skill level
- ▶ Language proficiency
- ▶ Recommendation from ELL teacher and school counselor
- ▶ Use of Pathways Power point flow chart

Morgan County RE-3

Suggested Pathways to
education for Over aged and
under credited students



Click on boxes that have arrows pointing

Description of the (MENA) Newcomer Program

- **Program Design:** The program is designed to serve middle school and high school students who are non-English proficient (NEP) and have no formal education or very limited formal education. Length in program will be individualized. The main determination will be the student's native language literacy level when entering the program.



Description of the (MENA) Newcomer Program

▶ ½ Day Program Design

- High school students will be picked up at the H.S. at 8:05 and return to the H.S. at 11:25.
- Middle school students will be picked up at the M.S. at 11:45 and return to the M.S. at 2:25.



Service Delivery of MENA

- ▶ Provide “intake” process
- ▶ Assess individual student needs
- ▶ Provide direct instructional services and supplemental instruction to support successful transitions
 - Intense language development
 - Academic skill development
 - Social/cultural readiness
 - Migrant Literacy Net
 - Inside & Edge Curriculum
 - A+ Courseware



Step *INSIDE* and discover the power of reading, writing and language instruction working together to move middle school English learners and striving readers to grade-level performance.



Build Reading and Writing Power

Learn the Fundamentals



Proven Effective

Edge students outperform non-*Edge* students in Language, Reading Comprehension, and Vocabulary!

Reading at the Right Level

Grades 1-3	Grades 3-5	Grades 5-7	Grades 7-9
Fundamentals	Level A	Level B	Level C
Lexile® Range: BR-650	Lexile® Range: 500-950	Lexile® Range: 750-1075	Lexile® Range: 950-1150
BEGINNING	INTERMEDIATE	ADVANCED	
Language Development for English Learners			




LEARN Consortium – Migrant Literacy Net

Service Delivery of MENA

- ▶ **Social/cultural readiness** – Positive Behavioral Support Model using district produced student expectations from middle school and high school.
- ▶ **Community Integration Skills** – Lessons provided in Collaboration with OneMorgan County.
- ▶ **Facilitate transitions**
 - Develop a graduation/completion pathway and ICAP
 - Based on time available and student skill level
 - Established criteria for transition into FMMS or FMHS



Migrant Graduation Advocates

- ▶ Mark R. – Seniors in District
 - ▶ Mohamed I. – East African H.S. students (Somali and Swahili speaking families)
 - ▶ Araceli F. – Latino H.S. Junior students (Spanish Speaking Families)
 - ▶ Abdinasser A. – 8th grade students at M.S.
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Entrance and Exit Criteria

- Entrance Criteria – school referrals, pre-assessment of English language proficiency (CELA PLACE Test), transcripts of formal educational experiences.
- Exit Criteria – Formative and Summative Assessments (Inside/Edge Curriculum, LEARN Consortium assessments, A+ courseware assessments, CELA PRO state assessment, CSAP Assessment) These assessments as well as instructor observations and recommendations will provide a body of evidence to determine each student's completion of services.

Partnerships

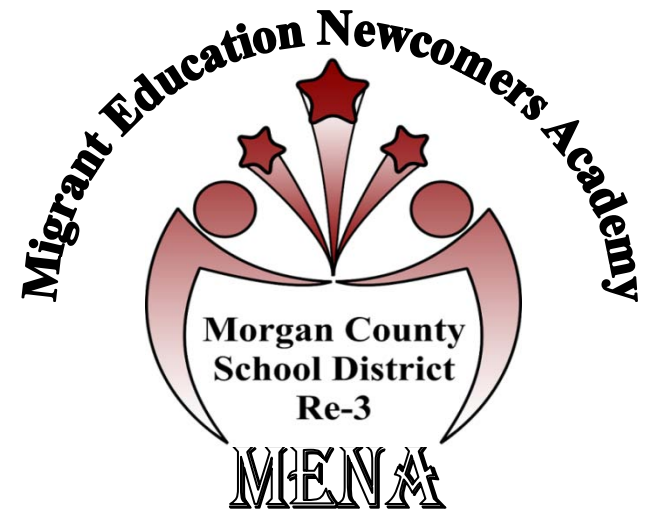
- ▶ **OneMorgan County** – First started as a grant-funded program of Morgan Community College, OneMorgan County (OMC) transitioned into an independent non-profit organization on September 1, 2009. OMC's work focuses on immigrant integration according to this mission: OneMorgan County facilitates, educates, unites and collaborates with diverse people and organizations to appreciate the mosaic of our community and strengthen the inclusive nature of our community.
- ▶ **Eastern Colorado Work Force Center**
- ▶ **Cargil Meat Solutions** – Donation of technology
- ▶ **Jewish Family Services**
- ▶ **Spring Institute**
- ▶ **UNC**
- ▶ **PCIC**
- ▶ **UCD**

Diversity

- ▶ The story of Morgan County's diversity is in the emerging change. Lutheran Family Services (LFS) began to recognize the relocation of East African refugees in the Fort Morgan (county seat) area in 2007. In the summer of 2010, LFS estimated that 1,000–1,200 East African refugees were living in the Fort Morgan area. Fort Morgan's total population is approximately 12,000. At last report, these refugees include people from the Congo, Eritrea, Ethiopia, Rwanda, Somali and Sudan. The majority, approximately 90+%, are from Somalia. The Morgan County School District RE-3 student population of 3,000 students is 51% Hispanic. There are 23 birth countries represented other than the United States and 11 first languages. Approximately 33% of the school district's student population is affiliated with an English as a Second Language program.

Conclusion

- ▶ Establishing a newcomer program is a very complicated process
- ▶ Requires flexible planning and strong commitment from district leadership
- ▶ Will involve a great deal of collaboration and problem solving in the context of a budget crisis



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Questions?

