

**MENA**  
**Migrant Education Newcomers Academy**

<b>EXPLORATION STAGE</b>	
<b>Leadership (Director-Mark Rangel)</b>	Leadership Team: Greg Wagers, Joy Perry, Mark Rangel, Brenda Zion, Ben Bauman, Judy Florian, Carolyn Klimper, Karen Liston, MS counselor, Becky Gibbs, Program Staff
<b>Newcomer Definition</b>	Late-entering foreign-born students (those who enter at middle school age or later) who may have difficulty learning English, mastering academic subjects, and graduating in the limited time they are in U.S. schools.
<b>Target Student Population</b>	Middle and high school Migrant Priority for Service students who are NEP with limited or no formal education. (Possibly serve LEP students determined by space availability).
<b>Goal Setting</b>	<p>Establish a bridge between newcomer needs and existing language support system</p> <p>Develop English language skills</p> <p>Help newcomers acculturate to U. S. schools</p> <p>Make newcomers aware of educational expectations and opportunities</p> <p>Create connections to existing community resources: OneMorgan County, Parent/Community Involvement Committee, Jewish Family Center</p>
<b>Program Design Options</b>	½ day session middle school students, ½ day session high school students, the other half of day the students will attend their school of attendance.
<b>Language of Instruction</b>	English, Spanish, Somali, other languages as identified.
<b>Administrative Approval</b>	Application submitted to CBOCES
<b>Location</b>	CBOCES building
<b>Funding</b>	MEP funds, state and local funds, refugee grant funding
<b>Program Site Visits</b>	Denver South High, Merrill Middle School

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<b>PLANNING PROCESS</b>	
<b>District-level coordination</b>	Superintendent, Assistant Superintendent for Curriculum and Assessment, MENA Director
<b>Stakeholder Input</b>	Leadership team, CBOCES Migrant program, PCIC
<b>Program Director</b>	Mark Rangel
<b>Program Design</b>	½ day session middle school students (PM), ½ day session high school students(AM), the other half of day the students will attend their school of attendance.
<b>Grade levels</b>	7-12 grade
<b>Course offerings</b>	Intensive ELL instruction, A+ Courseware in specified content areas
<b>Scheduling</b>	½ day session middle school students (PM), ½ day session high school students(AM), the other half of day the students will attend their school of attendance.
<b>Curriculum</b>	Edge Curriculum, Migrant Reading Net, A+ Courseware, Rosetta Stone
<b>Materials</b>	Edge Curriculum, Migrant Reading Net, A+ Courseware, Rosetta Stone
<b>Transportation</b>	TBD
<b>Extended time for learning</b>	Explore possibility of after school tutoring program
<b>Placement policies</b>	Use of Suggested Pathways flow chart, CELA Place, IPT, Referrals from schools
<b>Assessment</b>	Migrant Literacy Net, Edge curriculum, A+ Courseware
<b>Transition strategies</b>	Use of Way finders mentors, MENA staff, MS staff and HS staff.
<b>Student monitoring</b>	Migrant Literacy Net, MEGA's caseload
<b>Program Evaluation</b>	The MENA will be evaluated by a number of criteria: <ul style="list-style-type: none"> <li>• Formative and summative assessment of student proficiencies ( Pre and post-assessments of academic skills,</li> </ul>

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	<p>English language proficiency, and social/cultural readiness using LEARN Consortium materials, Edge Curriculum, Individual Career and Academic Plans, Graduation plans. Summative assessments will include the Colorado Department of Education CELA and CSAP assessments.</p> <ul style="list-style-type: none"><li>• Quantitative data will be the number of students who successfully transition into their school of attendance.</li><li>• Qualitative data will include surveys completed by students, parents, MENA staff, building and district administrators.</li></ul>
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<b>Implementation</b>	
<b>Recruiting students</b>	Referrals from middle school and high school ELL teachers, counselors and administration. Use of suggested pathways flow chart.
<b>Staffing</b>	Director/MEGA, MEGA, 2 positions (.25 Family advocate)
<b>Paraprofessionals</b>	2 positions (.25 Family advocate)
<b>Guidance</b>	Leadership Team
<b>Staff Development</b>	Ongoing ( CBOCES, Jewish Family Services, CDE migrant and ELL offerings)
<b>Translators and interpreters</b>	Araceli Flores, Mohammed Ibrahim
<b>Student orientation to school and community</b>	Public Schools 101, MENA staff, middle school and high school staff, OneMorgan County,
<b>Integration with native English speakers</b>	½ day in school of attendance
<b>Parent/Family connections</b>	ALL MENA staff, CBOCES staff
<b>Community outreach</b>	Use of Community Navigator ( Colorado African Organization), MENA Staff
<b>Formative evaluation</b>	Assessments embedded within identified curriculum
<b>Collection and examination of student data</b>	MENA Staff- Migrant Literacy Net, Infinite Campus,