

High-Quality Core Academic Programs for Newcomer Students

High-quality core academic programs for newcomers provide the support needed to participate in rigorous, grade level academic learning. High-quality programs build on the newcomers' assets and provide supports for students to learn both English and academic content. All teachers and staff are responsible for the students' academic success and social emotional development. Programs for newcomers include both of the following:

- **Integrated programs** are designed to meet the needs of varied populations, including newcomers, children of immigrant families, and English-only students at the same time—and are usually dual or bilingual language programs that enroll newcomers, children of immigrants, and English-only students in varying combinations.
- **Designated programs** are designed specifically to meet the unique needs of newcomers enrolled in a district, and include newcomer centers and international schools that provide academic and social emotional support and development to students who attend until they transition to elementary or secondary schools within a district.

Dual Language, Integrated Programs

Two-way and one-way dual language programs may benefit ELs and newcomers because their home languages are used in teaching and learning. Using an EL's native language in a strong, supportive learning environment can build their confidence as learners, build English skills, and help them acquire academic content to become successful in school (Alanís & Rodríguez, 2008; Lindholm-Leary, 2001). In a randomized study of dual language outcomes in one large district, both ELs and native English speakers receiving dual language instruction (DLI) did better. However, when controlled (i.e., only students randomly assigned to DLI or not DLI), differences were observed in reading outcomes in grades 5 and 8 (Steele, Slater, Zamarro, Miler, Li, Burkhauser, & Bacon, 2015).

Key Attributes of Dual Language Education Programs, by Program Type

	Two-Way Dual Language Programs*	One-Way Dual Language Programs		
	Two-Way Immersion/ Dual Language Immersion	World Language Immersion Programs	Developmental Bilingual Education Programs	Heritage Language Immersion
Student Population Served	ELs and non-ELs (ideally 50 percent in each group, or a minimum of 33 percent)	Primarily English speakers; can include ELs and heritage speakers	ELs and former ELs only	Students whose families' heritage language is/was the partner language
Languages	English and the ELs' languages	English and a partner language	English and the ELs' home (partner) language	English and the heritage (partner) language
Staffing	One bilingual teacher, who teaches in both languages, or one teacher per language	One bilingual teacher who teaches in both languages, or one teacher per language	One bilingual teacher who teaches in both languages, or one teacher per language	One bilingual teacher who teaches in both languages, or one teacher per language
Time Allocation per Language	Primarily 50:50, or a combination that starts with more of the partner language (90:10, 80:20, and so on)			
Language of Academic Subjects	Varies by program			
Language Allocation	Language of instruction allocated by time, content area, or teacher			
Duration of Program	Throughout elementary school, with some programs continuing at the secondary level			
Size of Program	Strand or whole school			
*Two-way dual language programs, also known as two-way immersion or dual language immersion programs, serve a student population consisting of both ELs and non-ELs (ideally, 50 percent in each group, or a minimum of 33 percent).				