Language Instruction Educational Programs

Newcomer Programs

Objectives

Participants will be able to:

- Identify the characteristics of a strong Newcomer program
- Determine staffing and professional learning needs to operate Newcomer programs
- Analyze program implementation factors for Newcomer Language Instruction Educational Programs (LIEPs)
- Identify additional resources for further learning

LIEP Overview

What Are LIEPs and Why Are They Important in Educating English Learners (ELs)?

What is an LIEP?

According to section 3201(7) of the Elementary and Secondary Education Act (ESEA), the term "language instruction educational program" means an instruction course

- In which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and
- That may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency and may include the participation of English-proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

Legal LIEP Considerations

- The **Every Student Succeeds Act (ESSA) of 2015** mandates that state and local education agencies (SEAs and LEAs) provide LIEPs to ensure that ELs attain proficiency and academic achievement.
- **Title III of the ESEA** specifies federal funding and requirements for language instruction for ELs and immigrant students.
- Federal law does not prescribe a specific, single model of instruction, allowing for various LIEP approaches.

Why LIEPs Are Important

- Structured instructional approaches
- English proficiency and academic achievement
- Proficiency and literacy in English and a partner language
- Content mastery

Program Selection

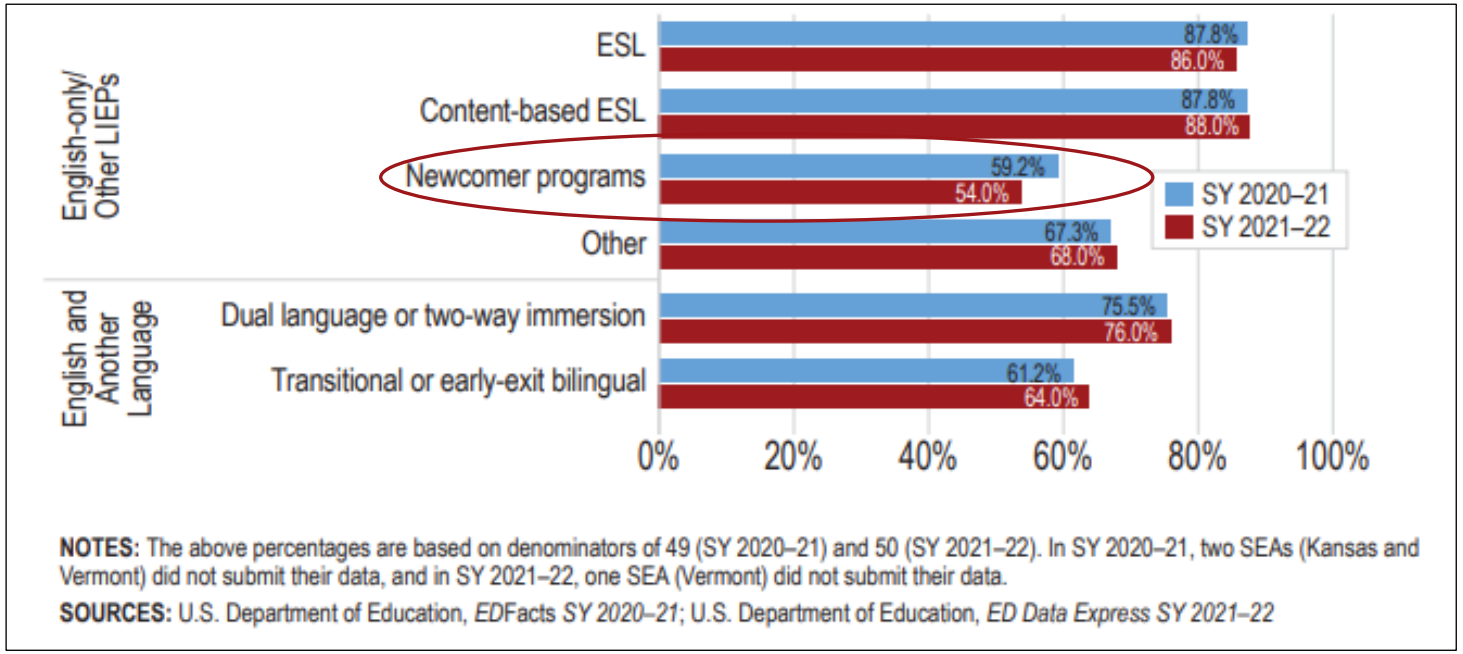
- Student demographics and needs
  - Size of EL population
  - EL linguistic backgrounds
- Staffing
  - Availability of qualified staff
  - Professional development opportunities
- Capacity and resources
  - Funding
  - District size and location

Five LIEP Types

- Dual Language (Two-Way Immersion)
- Transitional Bilingual/Early Exit
- Content-Based Instruction With Integrated ESL
- English as a Second Language (ESL) or English Language Development (ELD)
- **Newcomer Programs**

Introduction and Overview of Newcomer Programs

Newcomer Programs Nationwide Implementation Data



NOTES: The above percentages are based on denominators of 49 (SY 2020–21) and 50 (SY 2021–22). In SY 2020–21, two SEAs (Kansas and Vermont) did not submit their data, and in SY 2021–22, one SEA (Vermont) did not submit their data.

SOURCES: U.S. Department of Education, *EDFacts SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

- In School Year (SY) 2020–21 and SY 2021–22 59.2% and 54.0% of SEAs were implementing Newcomer program models, respectively, making it the least commonly offered LIEP.
- In SY 2021–22 Wyoming reported its LEAs stopped offering the Newcomer program model.
- In SY 2020–21 and SY 2021–22 less than 1.0% of ELs were enrolled in Newcomer programs.

U.S. Department of Education, Office of English Language Acquisition. (2024). *The biennial report to Congress on the implementation of the Title III state formula grant program: School years 2020–2022*. National Clearinghouse for English Language Acquisition. Download the report PDF

Newcomer Programs: Key Features

- Designed for **recently arrived** students
  - *Newcomer students: K–12 students born outside of the United States who arrived in the country in the last 3 years and are still learning English*
- Programs are often **separate and self-contained**
  - Some programs serve students for **part of the school day**; others are **full-day** programs
- Provide intensive **language** and **academic** support
- Focus on orientation to **U.S. school context**
- Often serve students for a **limited period**

U.S. Department of Education, Office of English Language Acquisition. (2023, September). *Newcomer toolkit*. National Clearinghouse for English Language Acquisition. https://ncela.ed.gov/sites/default/files/2023-09/NewcomerToolkit-09152023-508.pdf

U.S. Department of Education, Office of English Language Acquisition. (n.d.). *Elevating English learners (ELs): Programs for newcomer students*. National Clearinghouse for English Language Acquisition. https://ncela.ed.gov/sites/default/files/legacy/files/feature_topics/newcomers/ElevatingELs_ProgramsForNewcomerStudents.pdf

Newcomer Programs: Key Features Cont.

- Some Newcomer programs are **whole-school** programs, and some are housed **within elementary or secondary schools**
- Some programs support **K–12 students**, and some support either **elementary OR secondary** populations
- Duration of Newcomer programs varies, ranging from **one semester to multiple school years**
- Some Newcomer programs implement **native language support** in addition to ELD

U.S. Department of Education, Office of English Language Acquisition. (2023, September). *Newcomer toolkit*. National Clearinghouse for English Language Acquisition. https://ncela.ed.gov/sites/default/files/2023-09/NewcomerToolkit-09152023-508.pdf

U.S. Department of Education, Office of English Language Acquisition. (n.d.). *Elevating English learners (ELs): Programs for newcomer students*. National Clearinghouse for English Language Acquisition. https://ncela.ed.gov/sites/default/files/legacy/files/feature_topics/newcomers/ElevatingELs_ProgramsForNewcomerStudents.pdf

Edutopia. (2023). *English learners practice home languages in the classroom* [Video]. Edutopia. https://www.edutopia.org/video/english-learners-practice-home-languages-classroom/

Benefits to ELs Who Participate Newcomer LIEPs

- Focuses on the development of English language skills
- Prepares students for academic participation in mainstream classrooms
- Helps ELs adjust to new educational systems
- Provides targeted support for students with limited or interrupted schooling
- Builds confidence and belonging

Newcomer Program Design and Implementation

Newcomer Program Design

- **Language and Literacy Support**
  - **Pull Out:** ESL specialist pulls students out of general education classes and works with ELs separately on activities designed to support development of language proficiency
  - **Push In**: ESL specialist comes into the general education classroom and supports a student or a group of students with content area academic tasks while providing ELD instruction
  - **Co-teaching**: ESL specialist and content area teacher plan and deliver lessons to ELs and general education students
  - **Dual-Language/Bilingual**: Instruction delivered in English and students' native language

U.S. Department of Education, Office of English Language Acquisition. (2023, September). *Newcomer toolkit*. National Clearinghouse for English Language Acquisition. https://ncela.ed.gov/sites/default/files/2023-09/NewcomerToolkit-09152023-508.pdf

Newcomer Program Design Cont.

- **Academic Support and Wraparound Services**
  - **Remedial instruction for students with limited or interrupted formal education (SLIFE)**: Introductory literacy, numeracy, and other core subject courses for SLIFE students
  - **Content-based ESL:** Content classes are taught using language-supportive strategies like scaffolding, differentiation, visuals, structured interaction
    - **Accelerated content and language instruction**: Integrated grade-level and intensive language instruction
    - **Extended learning time**: After-school, summer school, Saturday school options
  - **Credit recovery**: Instruction that allows newcomer ELs to take courses required for graduation or promotion
      - Common in secondary contexts
  - **Stakeholder involvement**: Engagement of family and community partners in Newcomer program for support and provision of supplemental resources

U.S. Department of Education, Office of English Language Acquisition. (2023, September). *Newcomer toolkit*. National Clearinghouse for English Language Acquisition. https://ncela.ed.gov/sites/default/files/2023-09/NewcomerToolkit-09152023-508.pdf

Newcomer Program Implementation

- Educator preparation and expertise
- Welcoming environment and cultural orientation
- Student registration, enrollment, and placement
- Language instruction and academic support
  - Access to grade-level instruction
  - Time and scheduling
  - Support of newcomers who are SLIFE
- Assessment and evaluation
- Professional learning and continuous support

U.S. Department of Education, Office of English Language Acquisition. (2023, September). *Newcomer toolkit*. National Clearinghouse for English Language Acquisition. https://ncela.ed.gov/sites/default/files/2023-09/NewcomerToolkit-09152023-508.pdf

The Next 100. (2023). *On the right path: Newcomer student enrollment and course placement—Promising practices*. https://thenext100.org/on-the-right-path-newcomer-student-enrollment-and-course-placement-promising-practices/

Regional Educational Laboratory Northwest. (2025, January). *Welcoming, registering, and supporting newcomer secondary students: A toolkit*. Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/rel-northwest/2025/01/tool

Newcomer Program Implementation Cont.

- Educator preparation and expertise
  - Strong foundational knowledge of second language acquisition
  - Ability to design and deliver appropriate language and content instruction
  - Ability to support newcomers who are SLIFE
  - Knowledge of differentiation strategies, scaffolding techniques, and responsive teaching strategies
  - Sensitivity toward varied background experiences and childhood trauma
  - ESL and/or bilingual education certification or endorsement (requirements vary by SEA)

U.S. Department of Education, Office of English Language Acquisition. (2023, September). *Newcomer toolkit*. National Clearinghouse for English Language Acquisition. https://ncela.ed.gov/sites/default/files/2023-09/NewcomerToolkit-09152023-508.pdf
The Next 100. (2023). *On the right path: Newcomer student enrollment and course placement—Promising practices*. https://thenext100.org/on-the-right-path-newcomer-student-enrollment-and-course-placement-promising-practices/
Regional Educational Laboratory Northwest. (2025, January). *Welcoming, registering, and supporting newcomer secondary students: A toolkit*. Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/rel-northwest/2025/01/tool
Mississippi Department of Education. (2022, September). *Supports for English learner students with limited or inconsistent/interrupted formal education (SLIFE): A practical approach for Mississippi educators*. https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/EL/slife_final_document_9_23_22_pdf.pdf

Newcomer Program Implementation Cont. (2)

- Welcoming environment and cultural orientation
  - Legal rights of students and families
  - Two-way communication with newcomer families
  - Orientation to the U.S. school system
  - Establishing the sense of belonging
  - Safe and supportive environments
  - Social and emotional needs of newcomers

U.S. Department of Education, Office of English Language Acquisition. (2023, September). *Newcomer toolkit*. National Clearinghouse for English Language Acquisition. https://ncela.ed.gov/sites/default/files/2023-09/NewcomerToolkit-09152023-508.pdf
U.S. Department of Education, Office of English Language Acquisition. (2023, September). *English learner family toolkit*. National Clearinghouse for English Language Acquisition. https://ncela.ed.gov/sites/default/files/2024-03/elfamilytoolkit_09012023-508.pdf

Newcomer Program Implementation Cont. (3)

- Student registration, enrollment, and placement
  - Collecting and analyzing students' records and transcripts
    - Prior schooling
    - Transcript evaluation and translation
    - Health and demographic records
  - Screening and assessing students
    - Newcomer intake centers
  - Determining placement and services
    - Credit transfer
    - Competency credit awards

U.S. Department of Education, Office of English Language Acquisition. (2023, September). *Newcomer toolkit*. National Clearinghouse for English Language Acquisition. https://ncela.ed.gov/sites/default/files/2023-09/NewcomerToolkit-09152023-508.pdf
Regional Educational Laboratory Northwest. (2025, January). *Welcoming, registering, and supporting newcomer secondary students: A toolkit*. Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/rel-northwest/2025/01/tool

Newcomer Program Implementation Cont. (4)

- Language instruction and academic support
  - Intensive ELD instruction
    - ESL and/or integrated ELD
  - Access to grade-level course offerings and educational services
    - Funds of knowledge
    - Prior educational experiences
    - Instruction and remediation in core subject areas
  - Native language support and dual language instruction

U.S. Department of Education, Office of English Language Acquisition. (2023, September). *Newcomer toolkit*. National Clearinghouse for English Language Acquisition. https://ncela.ed.gov/sites/default/files/2023-09/NewcomerToolkit-09152023-508.pdf

Newcomer Program Implementation Cont. (5)

- Language instruction and academic support cont.
  - Support for newcomers who are SLIFE
    - Literacy and numeracy instruction
  - Extra time for language, literacy, and subject area instruction
  - Alternative schedules to accommodate students who are working or are parents
  - After-school, Saturday school, summer school programs
  - Consideration of student and family needs to design schedules and structures

U.S. Department of Education, Office of English Language Acquisition. (2023, September). *Newcomer toolkit*. National Clearinghouse for English Language Acquisition. https://ncela.ed.gov/sites/default/files/2023-09/NewcomerToolkit-09152023-508.pdf
Regional Educational Laboratory Northwest. (2025, January). *Welcoming, registering, and supporting newcomer secondary students: A toolkit*. Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/rel-northwest/2025/01/tool

Newcomer Program Implementation Cont. (6)

- Support of newcomers who are SLIFE
  - Intensive ELD instruction
    - Leveraging oral language use
  - Literacy and numeracy courses
    - Accessing students' funds of knowledge and background experiences
    - In English and/or students' home languages
  - Remedial courses in core subject areas
  - Orientation to U.S. school context
  - Social and emotional support

U.S. Department of Education, Office of English Language Acquisition. (2023, September). *Newcomer toolkit*. National Clearinghouse for English Language Acquisition. https://ncela.ed.gov/sites/default/files/2023-09/NewcomerToolkit-09152023-508.pdf
DeCapua, A., & Marshall, H. W. (2011) Breaking new ground: Teaching students with limited or interrupted formal education in U.S. secondary schools. University of Michigan Press
Mississippi Department of Education, Office of Academic Education, Office of English Learner Education. (2022, September). *Supports for English learner students with limited or inconsistent/interrupted formal education (SLIFE): A practical approach for Mississippi educators*. https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/EL/slife_final_document_9_23_22_pdf.pdf

Newcomer Program Implementation Cont. (7)

- Assessment and evaluation
  - Assessment and evaluation of English proficiency and content area knowledge
  - Assessment and evaluation of native language literacy skills
  - Valid, reliable, and relevant assessment materials and practices
  - Classroom assessment adaptation
  - Implementation and interpretation of multiple progress measures and assessments
  - Careful evaluation of program transition criteria
  - Evaluation, monitoring, and support of newcomers who transitioned into other LIEPs or general education settings
  - Timely and appropriate evaluation of ELs into special education and gifted programs

U.S. Department of Education, Office of English Language Acquisition. (2023, September). *Newcomer toolkit*. National Clearinghouse for English Language Acquisition. https://ncela.ed.gov/sites/default/files/2023-09/NewcomerToolkit-09152023-508.pdf
Regional Educational Laboratory Northwest. (2025, January). *Welcoming, registering, and supporting newcomer secondary students: A toolkit*. Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/rel-northwest/2025/01/tool

Newcomer Program Implementation Cont. (8)

- Professional learning and continuous support
  - Professional learning to support newcomers in language development and content area instruction
  - Practical examples and strategies to support newcomers who are SLIFE
  - High-quality shared resources
  - Training on childhood trauma impact
  - Training on interpretation of student assessment data
  - Robust support from leadership and community partners

U.S. Department of Education, Office of English Language Acquisition. (2023, September). *Newcomer toolkit*. National Clearinghouse for English Language Acquisition. https://ncela.ed.gov/sites/default/files/2023-09/NewcomerToolkit-09152023-508.pdf
Regional Educational Laboratory Northwest. (2025, January). *Welcoming, registering, and supporting newcomer secondary students: A toolkit*. Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/rel-northwest/2025/01/tool

Reflection and Application

- Are there newcomers in your educational context? If so, what are their educational backgrounds and their academic, linguistic, and social-emotional needs?
- What conditions exist in your school or district that promote the implementation of a successful Newcomer program for ELs?
- If you are currently implementing a Newcomer program, what are the elements that make this program effective in your context?
- What are the challenges of the Newcomer program implementation in your context?
- If you are considering implementing a Newcomer program, what additional information do you need to design and implement this program in your educational context?

Resources and Further Learning

- The Biennial Report to Congress On the Implementation of the Title III State Formula Grant Program: School Years 2020–2022
- Language Instruction Educational Programs (LIEPs): A Review of the Foundational Literature
- Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)
- A Matter of Design: English Learner Program Models in K-12 Education
- Newcomer Toolkit
- Interactive Title III State Profiles
- Culturally Responsive Teaching & Professional Development for ELs
- Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools

Resources and Further Learning Cont.

- English Learner Family Toolkit
- Supports for English Learner Students With Limited or Inconsistent/Interrupted Formal Education (SLIFE)
- Making Space for Native Languages in Newcomer Classroom
- Elevating English Learners: Programs for Newcomer Students
- NCELA Newcomer Toolkit Webinar Series
- Supporting ELs with Interrupted Formal Education: Research and Practices from the Field podcast
- High School Choices and Contexts of Newcomer Students in HISD

Resources and Further Learning Cont. (2)

Module Quiz

- Check your knowledge of LIEPs by completing a brief Module quiz

Certificate of Completion

You can receive a certificate of completion if you completed this module and took the quiz.

- Download the certificate of completion after passing the Module quiz

Next Steps

Complete five more modules in this Learning Series!

- Introduction and Overview
- Dual Language (Two-Way Immersion)
- Transitional Bilingual/Early Exit
- Content-Based Instruction With Integrated ESL
- ESL/ELD Programs

NCELA Digital Badge

- When you complete ***all six modules***, you can earn a digital badge!
- Email asknlcela@manhattanstrategy.com to request your digital badge

Thank You!