

Appendix A

Overview of the Most Common Programs for English Learners in the United States

	ESL/ELD/Sheltered Programs			Newcomer Programs	Bilingual Programs		
Class Types Note: Federal law requires educational services for English learners, but the type of program may be set by state or local policy.	ESL/ELD May be pull-out, push-in, or self-contained	Content-based ESL May be pull-out, push-in, or self-contained Also known as Designated ELD	Sheltered instruction in content areas Self-contained Also known as Integrated ELD or SDAIE (Specially-designed academic instruction in English)	Content-based ESL, basic literacy, some sheltered instruction or native language content instruction Self-contained	Transitional Bilingual: ESL + all other content areas in native language of students Self-contained May be early exit or late exit, depending on language goals	Dual language/Two-way Immersion: All content areas in one of the two languages (sheltered instruction in either language when non-native speakers are present) Self-contained	Bilingual content areas At secondary level, some courses are offered in the native language of some students Self-contained
Language Goals	English proficiency, some focus on academic English	Academic English proficiency	Academic English proficiency	English development (typically to advanced beginner level); some programs have native language development	Transition to all-English instruction; limited native language development for early exit, more native language development for late exit	Bilingualism (in target language and English) Usually goals for target and American culture	Limited native language development (except for native language arts classes)
Academic Content Goals	Same as district/program goals for all students	Same as district/program goals for all students	Same as district/program goals for all students	Varied (depends on length of program and hours/day)	Same as district/program goals for all students	Same as district/program goals for all students	Same as district/program goals for all students

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Language of Instruction	English, some native language for clarification or support	English, some native language for clarification or support	English, some native language for clarification or support	English and/or native language for some content areas or for clarification and support	Native language for content areas + English	Target language and English for content areas; may begin with 90% of day in native language and taper to 50%, or may be at 50% for each language throughout	Native language
Student Characteristics	Limited or no English Variety of language/cultural backgrounds	Limited or no English Variety of language/cultural backgrounds	Limited or no English Variety of language/cultural backgrounds Some programs mix native and non-native English speakers in certain courses	Limited or no English Typically low-level literacy in native language Recent arrival May have had limited or interrupted schooling Variety of language/cultural backgrounds	Limited or no English All students have same native language May have a variety of cultural backgrounds	Language-majority (usually English) and language-minority students (usually speakers of the target language, often limited in English); some dual language programs have only students with same native language Variety of cultural backgrounds	Limited or no English All students have same native language May have a variety of cultural backgrounds
Grades Served	All grades (during transition to general education)	All grades (during transition to general education)	All grades (during transition to general education)	2–12; most prevalent at secondary school levels	Primary and elementary grades, rare at secondary school levels	K–5, K–8, a few K–12	Mostly at high school, some at middle school

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Length of Student Participation	Varied: Typically 1–5 years or as needed	Varied: Typically 1–5 years or as needed	Varied: 1–3 years or as needed	Usually 1–3 semesters	Usually 1–2 years for early exit; 3–5 years for late exit	Usually 5–6 years; some continue 8 or 12 years (+ K)	Varied: 1–2 years or as needed
Teachers Note: Credentials vary by state	ESL/ELD certified teachers	ESL/ELD certified teachers	Usually grade-level classroom and content teachers who are ESL-endorsed and/or have training in sheltered instruction May be co-taught	ESL/ELD/Bilingual teachers; sometimes grade-level classroom and content teachers who are ESL-endorsed and/or have training in sheltered instruction	Bilingual teachers	Bilingual teachers; grade-level classroom and content teachers with bilingual proficiency and training in sheltered instruction May be co-taught	Bilingual teachers with content area certification

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