
SECONDARY SCHOOL NEWCOMER PROGRAMS IN THE UNITED STATES

**BEVERLY A. BOYSON
DEBORAH J. SHORT**
CENTER FOR APPLIED LINGUISTICS

**CENTER FOR RESEARCH ON EDUCATION,
DIVERSITY & EXCELLENCE**

2003

COLLABORATING INSTITUTIONS

ARC Associates
Brown University
California State University, Long Beach
California State University, San Jose
Center for Applied Linguistics (CAL)
Center for Research on Evaluation, Standards, and Student Testing (CRESST)
Claremont Graduate School
George Mason University
Johns Hopkins University
Linguistic Minority Research Institute
National Center for Early Development and Learning (NCEDL)
RAND
TERC
University of Arizona
University of California, Davis
University of California, Los Angeles
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
University of Colorado, Boulder
University of Hawaii
University of Houston
University of Louisville
University of Memphis
University of Southern California
Western Washington University

RESEARCH REPORT NO. 12

Editing: Elizabeth Peterson, Guadalupe Hernández-Silva
Production, cover & interior design: SAGARTdesign

This report was prepared with funding from the Center for Research on Education, Diversity & Excellence (CREDE), a national research center funded by the Institute of Education Sciences (IES) of the U.S. Department of Education, under Cooperative Agreement No. R306A60001-96 (July 1, 1996-June 30, 2003). The findings and opinions expressed here are those of the author(s) and do not necessarily reflect the positions or policies of IES.



©2003 by the Center for Research on Education, Diversity & Excellence, University of California, Santa Cruz

All inquiries should be addressed to Dissemination Coordinator, CREDE/CAL, 4646 40th Street NW, Washington, DC 20016-1859.

CENTER FOR RESEARCH ON EDUCATION, DIVERSITY & EXCELLENCE (CREDE)

The Center for Research on Education, Diversity & Excellence is funded by the Institute of Education Sciences of the U.S. Department of Education to assist the nation's diverse students at risk of educational failure to achieve academic excellence. The Center is operated by the University of California, Santa Cruz, through the University of California's statewide Linguistic Minority Research Project, in collaboration with a number of other institutions nationwide.

The Center is designed to move issues of risk, diversity, and excellence to the forefront of discussions concerning educational research, policy, and practice. Central to its mission, CREDE's research and development focus on critical issues in the education of linguistic and cultural minority students and students placed at risk by factors of race, poverty, and geographic location. CREDE's research program is based on a sociocultural framework that is sensitive to diverse cultures and languages, but powerful enough to identify the great commonalities that unite people.

CREDE operates 30 research projects under 6 programmatic strands:

- Research on **language learning** opportunities highlights exemplary instructional practices and programs.
- Research on **professional development** explores effective practices for teachers, paraprofessionals, and principals.
- Research on the interaction of **family, peers, school, and community** examines their influence on the education of students placed at risk.
- Research on **instruction in context** explores the embedding of teaching and learning in the experiences, knowledge, and values of the students, their families, and communities. The content areas of science and mathematics are emphasized.
- Research on **integrated school reform** identifies and documents successful initiatives.
- Research on **assessment** investigates alternative methods for evaluating the academic achievement of language minority students.

Dissemination is a key feature of Center activities. Information on Center research is published in two series of reports. *Research Reports* describe ongoing research or present the results of completed research projects. They are written primarily for researchers studying various aspects of the education of students at risk of educational failure. *Educational Practice Reports* discuss research findings and their practical application in classroom settings. They are designed primarily for teachers, administrators, and policy makers responsible for the education of students from diverse backgrounds.

Acknowledgments

We would like to express our gratitude to the staff of the 115 secondary newcomer programs who participated in the CREDE research study, enabling us to collect and analyze data on these program designs. We would also like to thank Chris Montone for his assistance in developing the survey questionnaire, and Thom Raybold, who constructed the searchable database of these programs for CAL's Web site.

Abstract

The purpose of this 4-year research study was to identify and document programs designed for new immigrant students in middle schools and high schools (Grades 6–12) across the United States and to examine the ways that these programs promote the students' transition into U.S. schools. Established to help reduce the underachievement of newcomers, these programs represent a fairly recent phenomenon in education. This report discusses survey data compiled during the 4-year study from 115 newcomer programs.

As the first national study of its kind, the research documented a wide range of program designs and implementation features, such as program goals, instruction and assessment practices, sociocultural orientation, and transition strategies. Of the 115 secondary newcomer programs studied, many diverse models have been implemented from different combinations of the features.

This study defined a *newcomer program* as one serving recent immigrant students who have very limited or no English language proficiency and who often have had limited formal education in their native countries. Although findings from the study revealed that secondary programs for new immigrant students vary considerably in their definition of newcomer students and in their organization, they have goals that are common across programs. For example, most programs provide orientation to the United States and U.S. schools and individualize instruction to the extent possible to address the unique needs of the newcomer population at each site, resulting in the variety of program models described in the report.

Introduction

In 1996, the National Center for Research on Education, Diversity & Excellence (CREDE) funded researchers at the Center for Applied Linguistics (CAL) to conduct the first national research study of secondary school newcomer programs, “Newcomers: Language and Academic Programs for Recent Immigrants.” The goals of this 4-year research project were the following:

1. to identify and document secondary newcomer programs in school districts around the United States, and
2. to examine more closely several of the programs for evidence of their effectiveness and the ways the programs promote transitions into U.S. schools for these newcomers.

The research was accomplished through questionnaire surveys and case studies, but this report focuses only on the survey findings.

Background on Newcomer Students

Across the nation’s school districts, the number of students from non-English speaking backgrounds rose dramatically during the 1990s. Such students represent the fastest growing segment of the student population by a wide margin. From the 1991–1992 school year through 2001–02, the number of English language learners (ELLs) in public schools grew 95%, while total enrollment increased only 12%. During this period, 35% of the ELLs were enrolled in the middle grades (Grades 4–8), and 19% were enrolled in high schools (Grades 9–12). In at least 15 states, the enrollment of ELLs grew 200% (National Clearinghouse for English Language Acquisition, 2002).

This rise in the immigrant student population conforms to the general increase in the overall immigrant population in the United States. The U.S. Census Bureau determined that in 1999, 20% of school-aged children had at least one parent who was an immigrant and 5% of the students were immigrants themselves (Jamieson, Curry, & Martinez, 2001). Sixty-five percent of Hispanic students and 88% of Asian and Pacific Islander students had at least one immigrant parent. Although not all Asian and Hispanic students have limited proficiency in English, Hispanic students make up 75% of all students in ESL, bilingual, and other English language support programs according to *Latinos in Education* (1999), a report published by the White House Initiative on Educational Excellence for Hispanic Americans.

According to Ruiz-de-Velasco and Fix (2000), the geographic distribution of immigrants is concentrated in urban areas, primarily in six states that account for three fourths of all immigrant children: California (35%), Texas (11.3%), New York (11%), Florida (6.7%), Illinois (5%), and New Jersey (4%). However, the number of immigrant children in states that are not among the top six increased by 40% (from 1.5 million to 2.1 million) from 1990–1995. Ruiz-de-Velasco and Fix found that these states are less likely than the top six to deliver language and other services that recent, immigrant students need.

Furthermore, Ruiz-de-Velasco and Fix (2000) found a serious disparity between distribution of language resources and the grade-level distribution of immigrant children. The percentage of foreign-born immigrants who attend secondary schools is higher than the percentage of those who attend elementary schools, yet funding for language acquisition programs tends to be concentrated in elementary schools. As a result, a significantly smaller proportion of secondary school English language learners receive language support services (e.g., ESL or bilingual education), creating a mismatch between the number and needs of immigrant middle and high school students and the resources targeted for them.

The general performance of immigrant children in schools varies from native English speaking students. While immigrant students have better attendance rates on average than U.S.-born students, their dropout rates are higher—varying by immigrant group (Ruiz-de-Velasco & Fix, 2000; Waggoner, 1999). Hispanics have the highest dropout rate of any ethnic or racial group. In 1998, 30% of all Hispanics aged 16–24 dropped out of school. For blacks, the rate was 14%, less than half the Hispanic rate, and for Whites, the rate was 8%, almost four times less than the Hispanic rate. Of particular note is that the dropout rate for immigrant Hispanics was 44%, double that of native-born Hispanics (21%) (*Latinos in Education*, 1999).

Some of the higher dropout rate among newcomers can be attributed to the over-age status of a subset of this population. Across metropolitan areas of the United States, over-age, underschooled youth (aged 17–24) are enrolling in public schools in greater numbers than before (see Dufresne & Hall, 1997; Gonzalez, 1994; New York State Education Department, 1997; Olsen, Jaramillo, McCall-Perez, & White, 1999). Many of these students fail to meet graduation requirements before their age forces them out of free public education. However, some over-age newcomer students do not intend to graduate from high school, but seek educational opportunities for a limited time to develop some English skills or find a pathway into a General Education Development (GED) program.

Many of the immigrant students are English language learners, but this fact alone does mean that they are all alike. They enter U.S. schools with a wide range of language proficiencies in English and in their native language(s) and of subject matter knowledge. They differ in their educational backgrounds, expectations of schooling, socioeconomic status, age of arrival to the United States, and personal experiences after arriving.

Some immigrant English language learners have strong academic preparation. They are at or above equivalent grade levels in the school curricula and are literate in their native language(s). For the most part, these students need English language development so that they become more proficient in English and transfer their educational knowledge to the courses they are taking in the United States. A few subjects, such as U.S. history, may need special attention because the students have not studied them previously. These students have the greatest likelihood of educational success, if they receive appropriate language and content instruction in their schools.

Other immigrant students have significant gaps in their educational backgrounds. Their schooling may have been interrupted for reasons of war or other military conflict, isolated locales, and seasonal agricultural demands, among other reasons. In some countries, adolescent students are only required to attend school part time. Public education in parts of Mexico, Central America, and the Caribbean can end after sixth grade.

Ruiz-de-Velasco & Fix (2000) found that 20% of all limited English proficient (LEP) students at the high school level and 12% of the LEP students at the middle school level have missed 2 or more years of schooling since age 6. Among Hispanic students aged 15–17, more than one third are enrolled below grade level in the U.S. (Jamieson, Curry, & Martinez, 2001). Olsen, Jaramillo, McCall-Perez, and White (1999) found that many of the secondary ELL students in Hayward, CA, had a difference greater than 1 year between age-appropriate placement and the number of years of schooling completed. Most of the underschooled students could not read or write in their primary language or were very weak in those skills, and they were 3 or more years below grade level in mathematics.

The newcomer students with limited formal schooling and below grade-level literacy are most at risk for educational failure. These students have weak literacy skills in their native language, lack English language skills and knowledge in specific subject areas, and often need additional time to become accustomed to school routines and expectations in the United States. Their challenges are heightened by the fact that U.S. schools are emphasizing rigorous, standards-based curricula and high-stakes assessments for all students. Such demands place particular pressure on high school newcomer students who have limited time to learn English, study the required content courses, and catch up to their native English-speaking peers before graduation.

The newcomer students' high dropout rates and underperformance on assessments clearly indicate that gaps in language and academic content knowledge exist between newcomers and their native English-speaking classmates who have been in U.S. schools for all their educational lives. Bridging these gaps in the newcomer students' educational backgrounds is an important area for attention (Olsen, Jaramillo, McCall-Perez, & White, 1999) and has prompted educators and researchers to identify student-specific needs that programs should address.

Literacy skill development is one critical area for targeted educational support, especially literacy strategies that are developmentally appropriate for adolescents (Hamayan, 1994; Moran, Stobbe, Tinajero, & Tinajero, 1993; Olsen, Jaramillo, McCall-Perez, & White, 1999). The creation of special curricula and courses is another way to help bridge these students' educational gaps. One such curriculum developed by the Fairfax County (VA) Public Schools is the *FAST (Focus on Achievement Standards in Teaching) Math* curriculum (Helman & Buchanan, 1993). *FAST Math* courses can help students gain several years' worth of math instruction in 6 months to 1 year.

Another educational need frequently cited is helping students become acclimated to U.S. schools and their new community. Several researchers have reported the isolation and confusion newcomer students feel in their schools upon arrival and sometimes well into the first year (Cheng, 1998; Dufresne & Hall, 1997; Moran, Stobbe, Tinajero, & Tinajero, 1993; Olsen, Jaramillo, McCall-Perez, & White, 1999; Pilon, 1993; Te, 1997). These students are linguistically isolated because they do not yet speak English and may speak a native language not spoken by others at the school, especially the staff. They are culturally isolated because as immigrants they are not familiar with American traditions, school practices, and popular teenage culture. Some students have felt ridiculed by English speakers because of their lack of English proficiency, and unfortunately shun their native language, resulting in an unnecessary loss of a potential bilingual resource (Olsen, 2000).

The personal and sociocultural factors related to the acculturation process may vary from student to student, but teachers, administrators, and counselors are encouraged to

- Have high expectations for students and motivate them to stay in school (Mace-Matluck, Alexander-Kasparik, & Queen, 1998).
- Help students learn about participation patterns, discourse styles, and expectations of U.S. classrooms and schools (Cheng, 1998; Te, 1997).
- Help students develop a sense of belonging among the other students (Moran, Stobbe, Tinajero, & Tinajero, 1993).
- Help students make connections to mainstream, English-speaking students (Dufresne & Hall, 1997; Feinberg, 2000; Pilon, 1993).

Research Questions

In order to examine the operation of the secondary newcomer programs in depth, the study investigated the following research questions:

1. a) What models of secondary newcomer programs are currently in practice?
b) What are their goals?
c) What distinguishes them from traditional bilingual and ESL programs at home schools?
2. What are the characteristics of these programs and what background sociocultural features determine and support them?
3. a) How do schools integrate the newcomer students with other students in the school system?
b) What transition practices are in place to facilitate the newcomer students' exit from the newcomer program into the home schools and how do schools monitor newcomer students once they have entered the home schools?
4. How do newcomer programs compare with traditional programs (bilingual or ESL) in home schools in terms of attendance and dropout rates, English language growth, content area growth, attitudes towards school, and postsecondary options?

This purpose of this report is to present findings from the survey questionnaire, and therefore addresses Questions 1–3 only.

Methods for Data Collection and Analysis

To facilitate the identification of newcomer programs for secondary students in the United States, the CAL/CREDE study defined a newcomer program in the following way:

A program that educates recent immigrant students—who have no or very limited English language proficiency and who often have had limited formal education in their native countries—in a special academic environment for a limited period of time.

Initially, CAL staff sought to identify newcomer programs through reviews of the literature and Title VII proposals, contacts with state and local education agencies, and calls for nominations on electronic lists. Then, a survey questionnaire was developed for data collection on secondary newcomer programs for the 1996–97 school year. As programs were identified and examined, further questions were added to the questionnaire each consecutive school year (1997–98, 1998–99, and 1999–2000) (see Appendix) to elicit data that would reflect more fully the varied features of newcomer program respondents. The survey requested information on program design, student demographics, features of instruction and assessment, program staffing, and other services. The survey also asked programs about literacy strategies used with newcomer students and transition procedures for students to exit from the newcomer programs and enter other programs in the school or district.

As completed questionnaires were returned, the data were verified and compiled into the project database. Data were analyzed and profiles of the programs were prepared for publication each year of the study in a directory or supplemental volume. At the end of the research study, the *Directory of Secondary Newcomer Programs in the United States: Revised 2000* (Short & Boyson, 2000) was published. The profiles were also placed in a searchable database on the Center for Applied Linguistics' Web site (www.cal.org/newcomerdb)—for access by researchers and practitioners in the field.

In addition, site visits took place at several program locations, and case studies were conducted on a few. Data were gathered from classroom observations; from interviews with program administrators, teachers, and students; and from program literature. The site visits allowed the researchers to more closely examine the implementation of newcomer programs, the achievement of students within the programs, and their transition out of the newcomer program into other schools or academic programs. As mentioned above, findings from this phase of the study are not the focus of this report but are described in the forthcoming book: *Creating Access: Language and Academic Programs for Secondary School Newcomers* (Short & Boyson, in press).

Survey Findings: Data on 115 Secondary Newcomer Programs

From 1996–2000, secondary newcomer programs in 29 states and the District of Columbia participated in the research study. During the 1999–2000 school year, data were collected from 115 programs that operated at 196 sites, serving students from more than 600 middle and high schools. Only four newcomer programs for middle and high school students had been established by the late 1970s, while almost 75% of the programs in the study’s database have been established since 1990, reflecting changes that have taken place over time in the demographics and in the needs of newcomer students.

Figure 1 (next page) shows the breakdown of programs by state, identifying the number of programs and the number of sites in each state, as well as grade levels served at the different sites (middle school, high school, or middle and high school combined)! More than half of the programs are located in four states: California, New Jersey, New York, and Texas.

Rationale for Establishing Newcomer Programs

The research uncovered practical and theoretical reasons for the establishment of newcomer programs. Traditional English as a second language (ESL) and bilingual education programs are not designed to serve the specific needs of newcomers, in part because at the secondary level, the curricula and materials are predicated on the belief that students have literacy skills and are acculturated to school. To bridge the gap between newcomers’ needs and regular language support programs, this relatively new model, the newcomer program, has been growing across the United States. Changing student demographics, educational standards, and accountability directives—especially in the 1990s—spurred the development of these programs.

The rationale for establishing these programs may differ somewhat across sites, but several specific considerations and beliefs emerged that influence the decision to set up a newcomer program:

- The literacy needs of English language learners can be addressed more effectively in newcomer classes than in classrooms that include both literate and nonliterate students.
- A welcoming and nurturing environment is beneficial to older immigrant students (those of secondary school age, generally 12–21 years old) who may have limited prior experience with schooling.

- Gaps in the educational backgrounds of middle and high school immigrant students can be filled more readily and learning of core academic skills and knowledge can be accelerated in the newcomer program.
- The chances of educational success for immigrant students are enhanced when connections between the school and students' families and communities are established and reinforced.

Figure 1: Secondary Newcomer Programs in the United States, Revised 2000

Number of Programs Profiled in Directory	115
Number of Program Sites	196
Number of States Reporting Programs	30

States	Programs	All Sites	Middle School Sites	High School Sites	Middle and High School Sites
Alaska	1	1	0	0	1
California	15	17	5	11	1
Colorado	1	1	0	1	0
Connecticut	2	2	1	1	0
District of Columbia	1	1	0	1	0
Florida	1	8	6	2	0
Georgia	2	3	0	0	3
Illinois	4	4	2	2	0
Iowa	3	2	0	1	1
Kansas	3	3	0	2	1
Maryland	3	19	9	10	0
Massachusetts	2	2	1	1	0
Michigan	2	3	1	1	1
Minnesota	4	4	1	3	0
Missouri	2	2	1	1	0
Nebraska	1	1	0	0	1
Nevada	2	18	8	10	0
New Jersey	12	13	5	7	1
New Mexico	1	1	0	1	0
New York	15	15	5	10	0
North Carolina	4	4	0	3	1
Ohio	1	2	1	1	0
Oklahoma	1	1	0	1	0
Oregon	3	4	1	1	2
Pennsylvania	2	2	0	2	0
Texas	17	44	19	22	3
Utah	1	1	0	1	0
Virginia	1	1	0	1	0
Washington	6	10	4	5	1
Wisconsin	2	7	4	3	0
Totals	115	196	74	105	17

Newcomer Program Overview

With the previously described considerations in mind, districts have developed newcomer programs that offer a set of courses distinct from regular language support programs to address the unique needs of immigrant students associated with no or low English proficiency, low literacy, and limited formal schooling. The main objectives of newcomer programs are to help students acquire beginning English skills, provide some instruction in core academic content areas, and guide the students' acculturation to the U.S. school system. Many programs have additional objectives, such as developing the students' native language skills and acclimating them to their community. Overall, the goal of most programs is to accelerate the students' learning so they can make the transition to other school programs and be prepared for the literacy and content demands of bilingual, ESL, or mainstream courses.

The research for the study revealed that the definition of a newcomer program varied widely across the sites. Programs used one or more of the following characteristics of new immigrant students to define their programs: length of residency in the United States, English language proficiency, test scores, educational background, and/or age. Program designs vary across sites according to educational goals, site options, length of program enrollment, length of daily contact, instructional and assessment practices, staffing, parent involvement, and resource allocation (Chang, 1990; Friedlander, 1991; McDonnell & Hill, 1993; Olsen & Dowell, 1989). Most of the descriptions in the literature parallel our project findings, but our national picture of 115 newcomer programs offers a more complete view.

Newcomer programs accept students after the academic year has begun, and most programs limit enrollment to one to three semesters of instruction.² This policy is in place partly to ensure newcomer students are not segregated from the main student body for their academic careers and partly because newcomer programs aim to bridge gaps in students' educational backgrounds.

Newcomer programs are found in many types of communities across the United States, although most are located in urban settings where the greatest number of newcomer students resides. In recent years, newcomers are found increasingly in suburban and rural areas as well. Among the 115 programs profiled in 1999–2000, 76% were in urban metropolitan areas, 17% were in suburbs, and 7% were rural. This indicates that newcomer programs can offer a viable option for any district in the United States that has the requisite student population.

Fifty-four percent of the programs profiled in the project database serve high school students, 23% of the programs serve middle school students; and the remaining programs provide instruction to both middle and high school students. The fact that more high school than middle school programs are in operation links to the rationale for this model: High school immigrant students, especially older adolescents, need targeted intervention strategies beyond traditional ESL and bilingual programs to prepare them for high school graduation and beyond.

Student Demographics

The 115 newcomer programs in our study enrolled close to 15,000 middle and high school students in 1999–2000. Most were recent immigrants to the United States; some were refugees. In 85% of the programs, 80–100% of the students were eligible for the free/reduced price lunch program. These secondary newcomer students ranged from 10 to 26 years of age. Some of the districts offer high school programs to accommodate students who are working towards diplomas but have passed the usual school-exiting age of 21.

The newcomer students came from more than 90 different countries, speaking more than 60 different languages (see Figure 2). Most of the newcomer programs serve students from multiple language backgrounds, but Spanish speakers predominate; more than 95% of the programs had Spanish speakers. After Spanish, the next largest language groups were Vietnamese, in over one third of the programs, and Somali, in about one fourth of the programs. Other frequently served groups are speakers of Mandarin, Pilipino, Russian, Haitian Creole, Polish, Punjabi, Hindi, and Bengali. Results from the surveys revealed that over half of the newcomer programs have enrolled students representing four or more different native language backgrounds.

Figure 2: Native Languages of Students in Newcomer Programs

Afrikaans	Cree	Gujarati	Lithuanian	Portuguese	Tigrinya
Albanian	Croatian	Haitian Creole	Mabaan	Punjabi	Ukranian
Amharic	Dinka (Sudanese)	Hindi	Malay dialects	Romanian	Urdu
Arabic	English Creole	Hmong	(Sindhi, Mandigo)	Russian	Vietnamese and
Bengali	Farsi	Ibo	Mandarin	Serbo-Croatian	World Englishes
Bosnian	Finnish	Japanese	Mixteco	Somali	(Caribbean,
Bulgarian	French	Korean	Nuer	Spanish	Ghanaian,
Cambodian	French Creole	Krio	Oromo	Sudanese	Jamaican,
Cantonese	Fujianese	Kurdish	Oti	Swahili	Liberian,
Chaldean	Fukienese	Lao	Pilipino	Tagalog	Nigerian).
Chinese	German	Lingala	Polish	Thai	

Entry Criteria

Although programs vary in their definitions of newcomers, most programs accommodate recent arrivals to the United States who have limited or no English proficiency, characteristics that distinguish them from ESL and bilingual education students. Ninety-three percent of the programs specify lack of English language skills as an entry criterion. About half of the programs use low native-language literacy skills as a criterion for entry while about one third are designed to serve only newcomer students with interrupted formal schooling. Sixty-four percent require that students be new immigrants, some specifying 1 year or less in the United States, while others specify less than 2 or 3 years. Additional entry criteria may include student age, parental preference, and recommendation of a teacher or committee. In all of the school districts, entry into the newcomer program is voluntary.

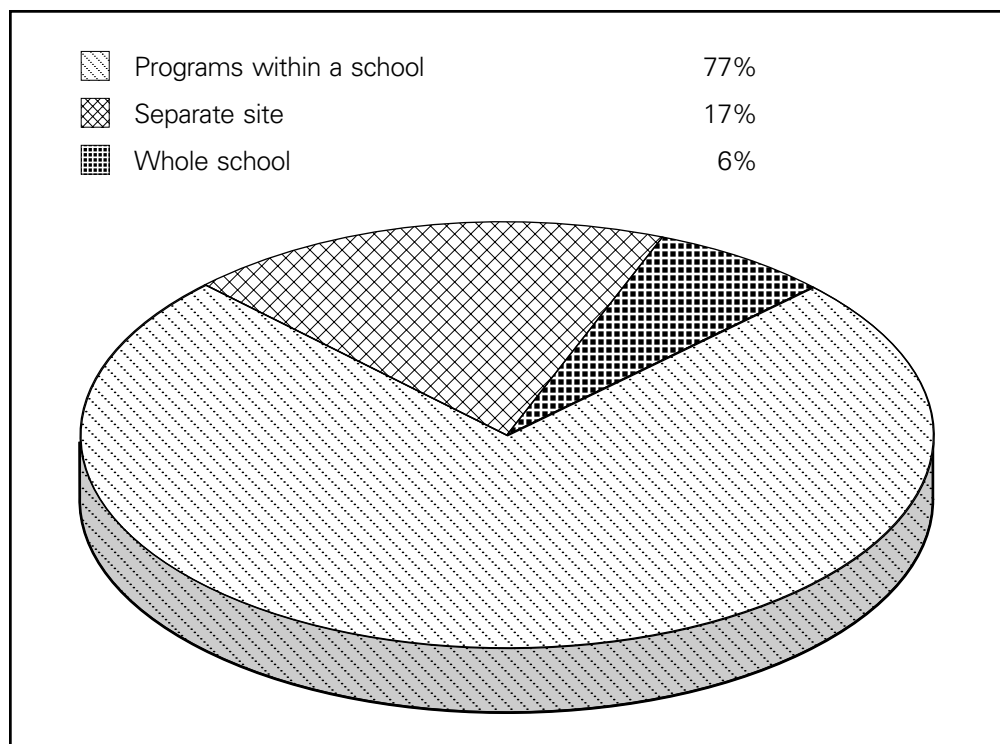
Program Model

In examining the survey data to answer the first research question, we found that many different newcomer program models exist. Some of the model designs with their varying features, such as program site location, length of enrollment, and course offerings are discussed below.

Site Location

Among the 115 programs, there are three models for the site location: a program-within-a-school, a separate site, and a whole school. Figure 3 illustrates the location of the programs within their districts. Many programs were developed to serve students from more than one school.

Figure 3: Location of Programs



Program-within-a-school

The most common model across the newcomer sites is the program within the larger school setting, found in more than 75% of the programs in the database. In this model, most if not all newcomer students are served in their home school or designated attendance area school, where they have opportunities to interact with mainstream students for part of the day in classes such as physical education, music, and art, or in extracurricular activities. Some programs organize specific activities for the newcomer students to work cooperatively with mainstream students on school or community projects, thus providing opportunities for meaningful integration to take place. Many of the students who exit from this type of newcomer program remain at the same school to continue their studies in the regular language support program, which may offer ESL or bilingual services. Other students return to a different home school or attend another district school.

Separate site

Seventeen percent of newcomer programs follow the separate site option. In this model, districts use a separate location to house the program, sometimes a former school that closed, or other space that may be leased or purchased. Often districts choose this option to serve students from more than one school and thus consolidate resources. Over half of the separate site programs operate for a full day.

Two of the full-day, separate site programs are located at district intake centers, where all language minority students are assessed and placed. Newcomer students may receive instruction at the intake centers for a range of 4–18 weeks before being placed in a district school.

In seven of the separate site programs, students are in their home schools for a portion of the day and are transported to the newcomer program location for a half day or less of specialized instruction. In one separate site program, students attend for

either a half day or a full day, depending on their individual needs. Most students who attend separate site programs remain for 1 year or less. Three of the separate site programs allow students to remain more than 1 year if they are over-age for their grade level and have low literacy skills in their native language.

Whole school

The least common newcomer program model is the whole school model, represented in 6% of the programs and developed primarily for high school students. Six of these programs are 4-year high schools offering a curriculum that leads to graduation. One school offers Grade 6–8 and Grade 9–12 programs. Some whole school programs are especially designed for students who may have experienced interrupted schooling or who lack formal education in their native language and are over-age for their grade level. Students in these schools may remain in the program until graduation, or they may transfer to the regular ESL, bilingual, or mainstream program at another high school.

Some programs extend across districts to pool resources and constitute a reasonably sized student body to operate more effectively. This arrangement might also occur when one district has an existing program and a neighboring district has only a few students who need the service. Two programs serve students from more than one district. One middle school program serves two school districts, and an alternative middle and high school serves students from five districts.

Length of Daily Program

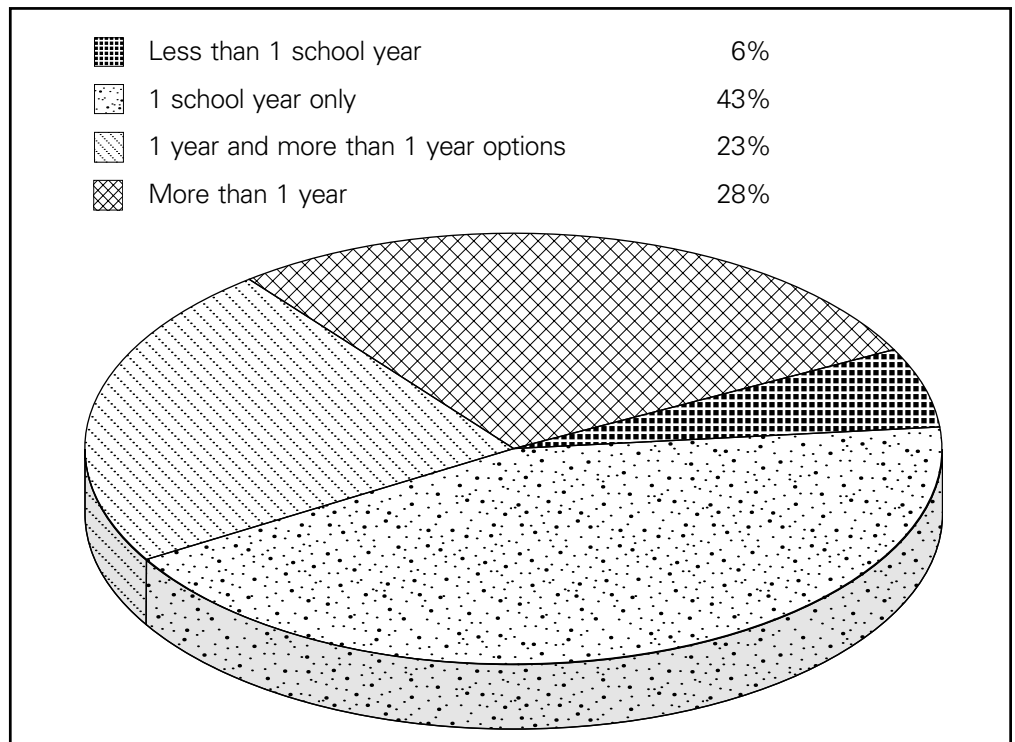
Depending on the resources available and on the students being served, a newcomer program may involve one or two course periods, half of the school day, or the full school day. Figure 4 below indicates the length of the daily program and the number of students served in each category. Fifty-six percent of the programs offer full-day instruction, a schedule that provides time to offer several content area courses along with English language instruction. This conforms to the trend to accelerate student learning across multiple content areas to help students develop the skills and background knowledge they need for the academic rigor of other school programs. It also accommodates the limited time that high school aged students have to participate in public education if they seek a high school diploma. As seen in Figure 4, 65% of the students in newcomer programs are enrolled for the full day.

Seventeen percent of the programs are designed with a half-day schedule, sometimes to accommodate two groups of students at one site (e.g., middle school students in the morning, high school students in the afternoon) or to promote more interaction with the entire student body. Six percent of the programs had courses for less than half of the school day, that is, a daily schedule consisting of one to three class periods. Two percent of the programs operate solely after school. Nineteen percent of the programs offer more than one option. For example, some programs operate for the full day and after school, and a few operate for a half day as well as after school.

Figure 4: Length of Daily Program and Newcomer Student Population, 1999–2000

Daily Enrollment	Programs		Students	
	N	Percent	N	Percent
Full-day	65	56	9,580	65
Half-day	19	17	2,100	14
Less than half-day	7	6	306	2
After-school	2	2	280	2
Combination	22	19	2,495	17

Figure 5: Average Length of Enrollment in Program



Length of Program Enrollment

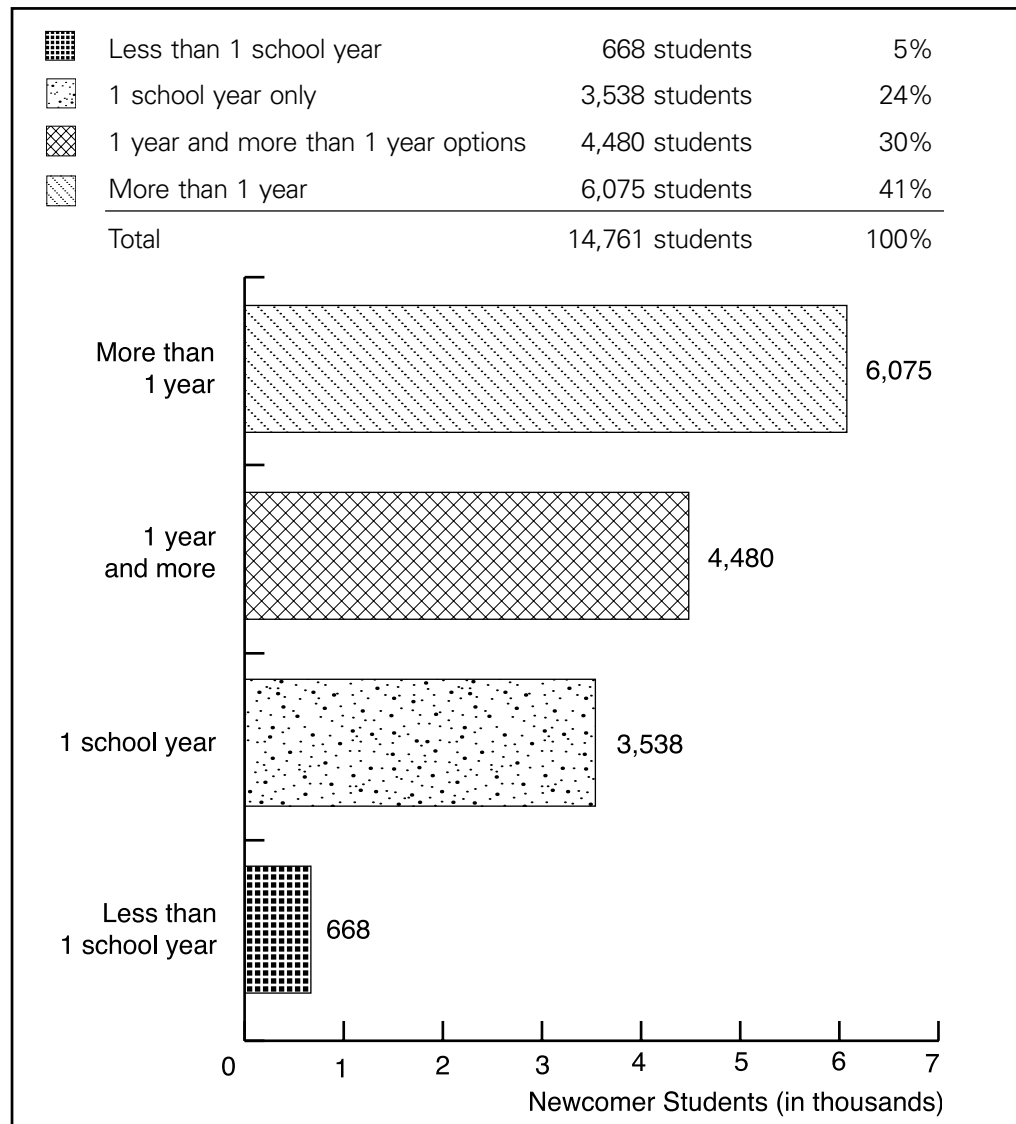
Figure 5 illustrates the length of time on average that students remain in newcomer programs. The length of enrollment is usually determined on an individual basis, according to the student's linguistic and academic needs. However, many programs set a maximum time that students may remain in the program, and although some students may exit early, no one remains beyond the maximum time limit. Six percent of the programs studied in 1999–2000 were designed to educate students for less than 1 school year, 43% for 1 school year only, and 28% for more than 1 school year. Twenty-three percent of the programs served some students for 1 school year and other students for more than 1 year (including the 1 school year plus summer programs), depending on the students' individual needs.

Student Enrollment by Program Type

Figure 6 (page 12) shows the approximate number of students enrolled across newcomer program types. Five percent of the students were enrolled in programs that lasted for less than 1 school year, 24% were enrolled in programs for 1 school year only, and 30% were enrolled for 1 school year or more (i.e., options include 1 school year plus summer programs and programs designated 1 year or more depending on individual students' needs). Forty-one percent of the students were enrolled in programs lasting longer than 1 year.

During the course of our 4-year research, we noticed an increase in the length of time that students remain in programs. Data analyses suggest that the large educational gaps in the background of newcomer students and their limited literacy and academic skills have led programs to extend the allotted time beyond the 1-year limit that had been typical of newcomer programs. Fifteen percent of the programs reported that the number of students entering the program with little formal education had increased, and more over-age students had enrolled in recent years.

Figure 6: Number of Students Enrolled by Program Type



Program Features

Our second research question addressed individual program characteristics. In this section and those that follow, we report on distinguishing features of these secondary programs.

Grade Levels Served

The grade levels offered in newcomer programs vary widely, often to accommodate the students' specific needs and the needs of the districts' other language support and academic programs. Some sites serve all grade levels in the school's category (e.g., Grades 6–8 for middle school, Grades 9–12 for high school). A number of programs combine middle school and high school students in one location but do not co-mingle the two levels, except perhaps, for example, for a basic literacy class. Some sites do not arrange classes by grade levels, but organize students by English proficiency levels. Other sites are designated as ninth-grade schools where high-school age students who enroll with 8 years of schooling or less may attend for 1 year and then move on to 10th grade in one of the other district high schools.

Identification and Placement

An important aspect of newcomer programs in all districts is the assessment of incoming students to determine their eligibility for the program. In addition to specific language and content assessments (described later), staff consider transcripts and report cards students may bring with them from their home country, writing samples, oral interviews with students and parents, and home language surveys to determine the appropriate educational placement for the learner. Thirty-six percent of the newcomer programs rely on district intake centers to assess and place students. In the other 64% of the programs, teachers or committees within the schools identify and place newcomers. All the programs allow student entry at the midterm or midyear.

While the majority of newcomer programs (about 87%) accept all students who are eligible for newcomer services, in a few districts not all students can be served due to limited resources. In some cases, students are placed on a waiting list and enter regular ESL or bilingual services until space becomes available in the newcomer program. Some students who are eligible for the newcomer program may choose instead to enter regular language support programs (ESL, bilingual, native language), or, if an older learner, adult ESL and GED programs in the district.

Exit Criteria and Maximum Length of Stay

Most newcomer programs assess students' readiness to make the transition out of the program according to specific exit criteria. Forty-two percent of the programs use test scores to determine exit, while 34% require a teacher recommendation. Other frequently considered exit criteria include portfolio assessment and evaluation of the student's progress by program staff. In most programs, students exit whenever they achieve the exit criteria. In 39% of the programs, students exit when they have completed the specified length of time of the program. In the 4-year high school model, students fulfill graduation requirements to complete the program.

The maximum length of stay for a student in a newcomer program ranges from one semester or less in 4% of the programs to more than eight semesters in 7% of the programs (i.e., primarily those that are full, 4-year high schools). While the maximum stay for over half of the programs (62%) is two to three semesters, the average stay in many of the programs (69%) is one to two semesters.

Class Size

Although class size in the 115 newcomer programs varies greatly, it is worth noting that the newcomer programs tend to offer smaller class size than mainstream classes. Four percent of the programs average less than 10 students per class. Almost 50% of the programs serve between 10 and 19 students per class, 25% serve between 20 and 24 students per class, and 22% serve between 25 and 35 students. One factor that influences class size is the number of students in the newcomer program. For example, the programs that have a class size of 25–35 students (approximately 9%) are large programs that serve more than 200 students. Additional factors that influence class size are available resources, funding, and content. For example, enrollment in a native language literacy class for beginning literacy may be lower than in a sheltered content class because not all secondary newcomer students need to develop beginning literacy skills.

Keeping classes small maximizes the amount of time that teachers and paraprofessionals can reasonably spend with individual students and small groups of students. Some programs limit the class size to a specific number, and when students entering at midterm increase the class size beyond capacity, additional classes are created and more staff are hired.

Funding Sources

Newcomer programs often utilize multiple sources to fund their operating expenses. Eighty-two percent of the programs receive local district funds, 52% of the programs receive state funds, and 53% receive federal funds. Twenty-three percent of the programs rely on a combination of funding from all three sources. Only 5% of the programs rely solely on federal funds. Four percent rely solely on state funds, and 26% are supported with district funding alone. A few programs receive funding from private sources or tuition payments. The most effective and sustained programs seem to be those that receive strong support and a major share of their funding from the local school district.

Language Program Type

Newcomer programs may designate themselves as ESL, bilingual, or native language literacy programs. The programs follow the instructional and philosophical designs of these approaches, depending on the students' native languages and the availability of bilingual teachers, paraprofessionals, and instructional materials. In 1999–2000, 50% of the programs defined themselves as solely an ESL program, 7% as solely a bilingual program, and 2% as solely a native language literacy program. The remaining 41% of the programs combine these program types, offering bilingual, ESL, and/or native language literacy courses to match the needs of the students.

Some newcomer programs offer both ESL and bilingual options according to the native languages of the students, (e.g., content courses taught through Spanish for Spanish speakers and sheltered content taught through English for speakers of other languages). Other programs distinguish between nonliterate and literate students. Literate students may have one set of courses available to them and remain in the program for 1 year, while nonliterate students have additional literacy level courses and may remain for a longer period of time.

Overall, about one third of the programs in 1999–2000 offered a bilingual program option, just over a third of the programs offered a native language literacy program option, and 90% offered an ESL program option. Despite the language program designation, all 115 programs offered English language courses.

Instructional Design

Newcomer programs are generally designed to provide intensive, specialized courses that are distinct from those of the regular language support program. Many programs supplement the classroom curricula with field trips, cultural activities, and special events that serve acculturation goals. Some programs also develop special courses to accommodate gaps in the students' formal education or to accelerate their learning. The descriptions below illustrate the kinds of course offerings that are typical of newcomer programs.

English Language and Literacy Development

Many newcomer students become literate for the first time in the newcomer programs (in their first language or in English), although they are beyond the expected age

Figure 7: Type of Instruction in Newcomer Programs

Type of Instruction	Number of Programs	Percent
English Language Courses	115	100%
Native Language Literacy	48	42%
Content Instruction	112	97%
via Sheltered Instruction (SI)	102	89%
via Native Language Instruction (NLI)	63	55%
via both SI and NLI	53	46%
Cross-Cultural/Orientation to the U.S.	93	81%

of initial literacy instruction. Figure 7 shows some of the prevailing types of instruction provided by the programs. All of the 115 programs offer English as a second language or English language development (ELD) courses. Over 40% of the programs have courses to develop the students' native language literacy skills. Ninety-seven percent of the programs provide some content instruction through English or the native language of the students.

To address the diverse needs of adolescent newcomer students in these programs, instructors use a wide variety of strategies and techniques to develop native language skills and English literacy. Many programs reported using sheltered instruction techniques such as cooperative learning groups, scaffolding, modeling, hands-on activities, visual aids, graphic organizers, and real objects. The programs incorporate computer technology for reading and writing; basic reading approaches (e.g., phonics instruction) with low-level, high-interest reading selections; instruction in the writing process; oral skills through conversation, role plays, drama, and presentations; the whole language approach; and the language experience approach to teach literacy. Students in many programs are taught language learning strategies and study skill techniques to enhance their English acquisition. In addition, they receive native language support when possible.

Content Area Courses

Ninety-seven percent of the programs provide instruction in one or more core content areas as well as in some elective areas through English or the native language of the students. The course options depend on the length of the daily program, student needs, and the availability of qualified staff and materials. As Figure 7 reveals, content instruction is delivered through different instructional approaches. Sheltered instruction and bilingual content instruction are implemented to promote the development of core academic skills and knowledge. Fifty-five percent of the programs teach content through the native language of the students. Eighty-nine percent of the programs teach content through sheltered instruction. High quality sheltered instruction furthers students' English language development when the content is made comprehensible through specialized strategies and techniques (Echevarria, Vogt, & Short, 2000).

Among the programs that offer content through sheltered instruction or the native language, a math course is the most common, being offered in 79% of the programs, followed by language arts in 70% of the programs, social studies in 70%, and science in 66%. Additional sheltered or native language courses that are offered include accounting, dance, speech, art, music, physical education, computer technology, economics, social skills, and citizenship. Students in the full, 4-year newcomer high schools are provided with all of the courses required for graduation that are available in

the regular district high schools. In newcomer programs of shorter duration, some courses in the regular school program are available to students while they are enrolled in the newcomer programs, particularly in the program-within-a-school model. To help students make the adjustment to living in their new country, more than 80% of the programs also provide newcomer students with cross-cultural information and orientation to the United States.

Languages of Instruction

Programs are more likely to teach content via the students' native languages when they have large numbers of students from the same language background and accessible teachers and instructional materials. Seventy-five percent of the programs reported using a language other than English for some content instruction—either as a subject taught primarily through the native language or as native language support in a sheltered content class—or for native language literacy classes. The most common language reported for native language instruction was Spanish (70%). Vietnamese was a distant second (9%). In addition, 22 other native languages were listed for these purposes. In many programs, bilingual paraprofessionals provide the native language support.

Career Orientation

Forty-two percent of the programs offer career awareness courses, and 55%, primarily at the high school level, provide career counseling. Some programs offer vocational education or work internships so that students can develop practical skills and knowledge about job opportunities. This training is very useful for those students who may not be inclined toward postsecondary academic options or who are over-age and do not have enough time to finish high school. In some instances, the work internships utilize the students' native language skills as a resource.

Instructional Support

Some programs offer additional support systems to promote the students' acquisition of language and content knowledge. Seventy-seven percent of the programs, for example, offer school/study skills development to newcomer students. Seventy-three percent of the programs offer tutoring. Forty-three percent of the programs participate in Title I, and 54% provide special education for referred students. However, only 22% of the programs offer gifted and talented education services. This is an area of concern for several programs, and they have looked for ways to enrich the curriculum for identified gifted students who are learning English. It is a consideration for those in charge of the students' transition process out of the program, as well.

Credit for High School Courses

Recognizing the limited time that high school newcomer students have in school before graduation, a number of programs have implemented courses for which the students may receive credit applicable for a diploma. Sixty percent of the high school programs reported that they offer credit for some newcomer classes. The classes that most frequently receive credit are math (43% of the high school programs) and ESL (34%). Other courses that have been taken for credit included physical education, science, social studies, language arts (English and Spanish), health, art, and computers. In keeping with state requirements, most core courses taken for credit are staffed by certified content area instructors.

Student Assessment

Programs are concerned about finding appropriate assessments for their newcomers that can offer informative distinctions among their knowledge bases in English, the native languages, and academic subject areas. To date, no program has reported finding one assessment system that satisfactorily describes their students' attainments. Many programs rely on a combination of measures to provide a more complete profile of their students' knowledge than one test alone can offer. Both norm-referenced and criterion-referenced assessments are used across newcomer programs for determining initial placement or exit of students, or for measuring their progress or achievement. About 80% of the programs use commercially produced assessments to measure the students' English language skills, and about half of the programs use such assessments to measure native language skills.

The most commonly used assessment instruments are the Language Assessment Scales (LAS), used in 29% of the programs; the IDEA Proficiency Tests (IPT), used in 23% of the programs; the Language Assessment Battery (LAB), used in 17% of the programs; and the Woodcock-Muñoz Language Survey, used in 14% of the programs. These tests measure English or Spanish language proficiency for initial placement as well as progress in the program. Figure 8 shows the 10 most frequently used assessments for placement. The five formal assessments that are used most widely for exit criteria are the LAS, the IPT, the LAB, the Woodcock-Muñoz Language Survey, and the Student Oral Language Observation Matrix (SOLOM).

Figure 8: Most Frequently Used Assessments for Newcomer Program Placement

Assessment Instruments in 1999–2000
LAS (Language Assessment Scales)
IPT (IDEA Proficiency Tests)
LAB (Language Assessment Battery)
Woodcock-Muñoz Language Survey
SOLOM (Student Oral Language Observation Matrix)
TAAS (Texas Assessment of Academic Skills)
Aprenda
Maculaitis
SAT 9 (Stanford Achievement Tests, ninth edition)
SLEP (Secondary Level English Proficiency)

Some districts have developed their own assessment instruments to measure language proficiency as well as achievement in the content areas. Sixty percent of the programs assess students' math skills in English, 30% assess science, and 31% assess social studies. A number of programs assess students in the core content areas through their native languages: 31% math, 12% science, and 15% social studies.

Classroom-based assessments similar to those found in other school programs (e.g., writing samples, quizzes, performance assessments, checklists, cooperative group activities, homework, and class projects) are typically used to assess student language and content progress. In addition, alternative assessments such as portfolios are used for measuring progress. In most programs, commercially produced test scores and alternative assessments are used in combination for measuring progress and for evaluation.

Staffing and Professional Development

A newcomer program staff often includes an administrator, teachers, guidance counselors, and paraprofessionals. A goal of many programs is to employ qualified staff members who speak the students' native languages. All of the 115 programs in our database had at least one staff member who was proficient in one of the students' native languages. Seventy-eight percent of the programs had 1–10 staff members who were proficient in students' native languages, and a few programs (4%) had as many as 30 such staff members. Bilingual support staff who are familiar with the students' first languages and cultures are particularly sought by the programs for the additional resources they bring. They are especially valued for the role they can play in encouraging parental involvement.

Administration

The valuable role that newcomer program administrators play is evident by the number of programs that employ one or more administrators—97% of all programs. Not only do administrators obtain support for the program—including financial support—but they may also serve as instructors in the newcomer program. Many are administrators for more than one district language program. For 28% of the programs, the administrators have full-time appointments; for 69% of the programs, they are associated part-time with the newcomer program. Close to 75% of the programs have one administrator, while 24% of the programs have from two to five administrators, depending on the number of students or the number of program sites.

Teaching Staff

Newcomer programs are selective in the recruitment of their instructional personnel, seeking teachers and paraprofessionals who are experienced in working with recent immigrants in literacy, bilingual, or sheltered instruction classes. Newcomer programs also seek teachers who have had training in second language acquisition theory, ESL and sheltered instruction methods, and cross-cultural communication. The number of teachers per program ranges from 1 to 76. Clearly, the number of teachers depends on the number of students served. About 57% of the programs have two to seven teachers, and nearly 20% employ 16 to 39 teachers. Twenty percent of the programs reported from one to six resource teachers in addition to the regular teaching staff. Resource teacher positions include ESL coordinator, Title VII (now known as Title III) coordinator, bilingual specialist, curriculum development specialist, and more.

In 96% of the programs, teachers are ESL certified. Fifty-five percent of the programs have certified bilingual teachers, and in 83%, the teachers hold certification in one or more of the content areas. All 115 programs employ ESL certified teachers, bilingual certified teachers, or both ESL certified and bilingual certified teachers to instruct the newcomer students. Having teachers certified to teach in the content areas is particularly important for high school programs that offer graduation credit for some courses.

Paraprofessional Support

Bilingual paraprofessionals play important roles in most newcomer programs. In 63% of the programs, bilingual paraprofessionals are hired full time; and in 30% they serve part time. Across programs, the bilingual paraprofessionals speak as many as 40 languages. Bilingual paraprofessionals assist students in academic domains and native language literacy development by providing native language support. They also facilitate links between the school and the students' families and often provide supplemental guidance and counseling. Twenty-three percent of the programs employ monolingual paraprofessionals as well. The majority of these aides speak English, but others are native speakers of Polish, Russian, or French.

Guidance Counselors

Many programs have realized the importance of involving guidance counselors to assist newcomer students with their schedules and with their transition process to other language support programs upon exit from the newcomer program. Eighty-nine percent of the programs provide the students with access to guidance counselors. Although some of the larger programs employ their own guidance counselors, the regular counselors in many schools serve the newcomer students. Most of the whole school programs and separate school programs are staffed with more than one counselor; whole school programs have from one to six counselors, and the separate school programs have from one to four. Sixty-eight percent of the programs have bilingual counselors, who collectively speak 15 languages.

Professional Development

Eighty-four percent of the programs reported that they provide specific staff training related to newcomer issues. In approximately one third of the programs, all school staff are invited to participate. Another third invite newcomer staff and other language support staff in the school (i.e., ESL, sheltered, and/or bilingual teachers and paraprofessionals). In 20% of the programs, only newcomer program teachers participate in newcomer professional development. Some programs provide staff development for the teachers who receive the students after they exit from the newcomer program so that they are prepared to meet the students' cognitive, linguistic, academic, and emotional needs more effectively.

Across programs, the most frequently addressed topics for staff development are assessment, student behavior and classroom management, cross-cultural issues, curriculum development, instructional methodologies, the use of technology, literacy development, materials preparation, newcomer families, orientation to and transition out of the program, scheduling, and staff issues. Approximately one third of the programs reported monthly or ongoing professional development opportunities.

Transition Measures

Because newcomer programs are primarily designed as short-term interventions for students who need to accelerate their language learning and catch up in certain content courses, the process by which the students leave the program and make the transition to other programs is important to evaluate. We found that the transition procedures varied across sites.

Students in many of the 1-year programs exit automatically when the school year ends. A number of programs test students for language proficiency, and some test content areas as well to determine whether the newcomers are ready to participate in the other school programs. However, most programs allow some degree of flexibility. Students who make quick progress can exit before the end of the program term. Students who arrive in the second semester of the year or have large gaps in their educational backgrounds or have not acquired literacy skills may often extend their time in the program.

Students in the majority of the newcomer programs exit into a program of instruction that may include one or any combination of ESL, bilingual, native language literacy, sheltered, and/or mainstream courses—according to the student's specific needs and the options available in the district. The data reveal that there is no standard practice for facilitating the transition of students out of the newcomer program and into another language support program or regular academic program. In some cases, the procedures depend on whether the newcomer program is situated in the home schools or not.

Students in Home Schools

Most newcomer programs last for 1 year and are located within a school. Consequently, for most newcomer students, the transition is relatively uncomplicated because they are already in their home schools. Similarly, students who attend newcomer classes at a separate site for a half day are at their home schools for the remainder of the day, so their transition is easier than for students who are at a separate site for a full day. Some students who are at programs within a school or at half-day, separate sites take a math course or elective courses (e.g., physical education, music, cooking, typing) to facilitate their integration with students in mainstream classes.

In a few schools, students are given the opportunity to observe ESL, sheltered, and mainstream content classes before entering the regular ESL program in the school. In other programs, students “audit” a course outside of the newcomer program before exiting. Under this plan, a student may join a class on a temporary basis, and after a period of time, the student and teacher decide if it is appropriate for the student to join the class for credit. Students in some programs exit one course at a time, making the transition gradually into regular ESL and content classes according to their individual progress. For example, a student may take a regular math class and a newcomer social studies class during the same term.

In a number of programs, the teachers who provide instruction for the newcomers also teach in the regular ESL program, which helps to ease the transition process. Some newcomer center teachers and regular ESL teachers share planning time and interact daily to review the students’ progress. Content teachers who teach exited newcomer students often work with bilingual aides who provide native language support and other assistance.

The integration of newcomer students with mainstream students is enhanced when students in newcomer classes collaborate with students in mainstream classes on special projects for the school or community. In one school, for example, newcomer students and proficient, English-speaking students from other schools in the district, including a magnet school, work regularly on projects that facilitate English language acquisition for the newcomers. The programs also encourage the newcomers to participate with the full student body in extracurricular activities such as athletic events, multicultural assemblies, field trips, dances, and career field experiences.

Students Moving to Home Schools

Many newcomer programs serve students from more than one home school. When students who are not in their home schools exit from the programs and prepare to enter their home schools, the newcomer staff offer a number of measures to assist the students in making the transition. Over one third of the programs (42) arrange for orientation, pre-registration activities, and visitation to regular middle schools or high schools. For most students who make the transition to other schools, counselors help facilitate their move by planning the visits to the home school or, when options are available, assisting the students in choosing a school that would be appropriate for their needs and interests. Some counselors at newcomer centers continue to monitor the students’ progress and adjustment for a time after they have made the transition to the home school, but this practice is not common.

In other programs, a newcomer teacher takes the lead in organizing the transition process. Parents and the newcomer students may also be actively involved in making these arrangements. In some programs, parents are required to submit a request that

their child transfer to the attendance area school rather than remain in the school that houses the newcomer and ESL programs. If a newcomer program does not organize a formal visitation, the staff may encourage parents and students to visit the home school on their own prior to enrolling there. In one school, a committee consisting of the home school ESL teacher, newcomer center staff, parents, and the student develop an individualized plan for the transition. At another school, newcomer students attend a culmination ceremony at the end of their program to receive honors, scholarships, certificates, and trophies. This helps the students recognize their accomplishments and prepare for the next phase of their education. A number of schools use a pen pal or buddy system to pair newcomer students with more advanced ESL students (preferably from the same language background) in the home school to assist them in adjusting to the new environment. In some districts, tutorials, meetings, or mentoring with teachers in the home schools are provided during the first semester after the transition.

In some newcomer programs, the staff have made a conscious effort to model their program after the regular ESL program. Their curricula may be similar to the regular school curricula, and they may structure the school day and individual classes to coincide with the regular program in the schools. Consequently, when the students enter the regular programs in their home schools, they have a better understanding of the school schedule and academic expectations.

Students who attend 9th and 10th grade newcomer high schools may attend a high school fair that provides them with information about the options available upon exit from the newcomer program. As a result, some students may choose a high school program linked with a university, vocational, or work-study program. Some newcomer students do not finish high school due to the age limit of 21 or personal circumstances, but go on to find jobs after leaving the program.

In other cases, students graduate directly from newcomer schools that offer a 4-year high school program. The seven newcomer programs that provide a full high school education give students an orientation to the school when they enroll. Most students remain in these high schools until they graduate.

Parent and Community Connections

The majority of newcomer programs seek to include the whole family in school life. They arrange family events and provide activities that will acclimate the newcomer parents to the school and community. They also assist families in linking up with appropriate social and health services as needed. Seventy percent of the programs conduct active parental outreach. To support these efforts, 62% of the programs have a school liaison who works with parents. Sixty-six percent of the programs have adult ESL classes available either at the program site or at another district location, and 36% make adult basic education classes available. Twenty-four percent offer native language literacy classes. Nearly half of the programs provide parents with orientation to the United States and U.S. schools.

Many additional services are offered to students or their families in the various newcomer programs. These services include access to educational organizations that provide counseling, computer or technology training, mentoring and tutoring programs before and after school, evening literacy or ESL classes for students and parents, Saturday school, test preparation, arts programs, parenting programs, and internships in conjunction with career education and work programs. Specifically for the parents, there are translation and interpretation services, newsletters in various languages, GED courses in Spanish, citizenship classes, employment services, and many more services.

Conclusions

Many districts across the country are aware of an increasing need to develop effective ways to serve language minority students who are recent arrivals to the United States and who have no or low native language literacy, no English literacy, and interrupted educational backgrounds. This research project has enhanced knowledge about secondary school newcomer programs for teachers, administrators, and policy makers by revealing the variety of options available for newcomer programs and demonstrating the range of design features that existing programs have incorporated. The project has presented the first national picture of newcomer programs for secondary school students as implemented in more than 115 districts across 29 states and the District of Columbia. The database compiled for the study is unique, and the searchable, online version has been useful to practitioners and researchers around the world.

Schools and districts have established newcomer programs to offer the educational benefits of an intensive focus on language and content skills that help to accelerate the students' preparation for the regular U.S. school curriculum through a supportive environment that fosters close ties between families and the community. Specific program goals may vary, but most programs seek at a minimum to provide students with a strong foundation in social and academic English language development and with acculturation to U.S. schools and educational expectations in the United States. The programs strive to create more access to the educational system for these students so they may be successful in school and eventually in college or the world of work. Newcomer programs are particularly valuable to secondary school students, who have less time than younger students to learn English and academic skills and to complete required course work before graduation.

Many of the programs we studied were created in isolation. In other words, the districts perceived a need on the part of a particular group of students and developed an intervention to address it, often without having the benefit of input from established programs. As program staff revealed to us during the research study, their programs often evolved over time, informed by a trial and error process, sometimes with input from one or two existing programs. Some programs field tested their ideas for different aspects of the program, such as assessment, scheduling, or transition procedures, and used the information they gathered to determine which ideas to retain, eliminate, or improve. Also, many programs have adapted over the years, adjusting to significant changes in the student population with regard to native languages or the students' amount of formal schooling upon entry into the United States.

By collating information about the programs investigated in the study, this project has provided an important resource for

- districts considering establishing a program,
- newcomer sites interested in modifying their programs,
- educators interested in visiting programs,
- researchers interested in examining implementation practices and outcomes of the programs, and
- policy makers interested in programmatic options for immigrant students.

The disseminated information has also facilitated opportunities for newcomer sites to network with one another, to share successful practices, and develop strategies to overcome challenges. This study, however, is only the first step in a series of research studies that should be conducted on this programmatic alternative for immigrant English language learners.

One promising area of future research is to assess the effectiveness of newcomer programs vis-à-vis other language support models. Although we did find some evidence of student language and academic growth while students attended newcomer programs (e.g., through pre- and post-test scores, in Title VII reports, and in anecdotal data from staff), almost none of the schools identified the former newcomer students in their accountability databases as having been in the newcomer program. Therefore their performance could not be compared with other ELLs who had not enrolled in a newcomer program. However, as a result of our survey and interview questions, some programs have begun to identify students who enroll in the newcomer program so that the program may be evaluated in terms of the newcomer students' long-term academic progress. Evidence of the newcomer program's effectiveness can then be shared with policy makers.

More research is needed on the most effective literacy strategies for adolescent learners, both for English language development and native language learning. Currently in the United States, mainstream educators are searching for approaches to reach at-risk, English-speaking learners in secondary schools who do not read well. The newcomers described in this report as nonnative English speakers with limited formal schooling pose an even greater challenge. Which methods best help these students unlock the mystery of learning to read could be the subject of case study and quasi-experimental research designs.

Another area for research is elementary newcomer programs. The CAL/CREDE study focused on secondary school programs, but in the process learned of a number of elementary programs, as well. Similar research that documents and analyzes elementary school models would increase our understanding of this program alternative. One interesting research question, for example, might examine how literacy strategies differ for students in the upper elementary grades compared with students in secondary schools.

In sum, newcomer students with limited literacy in any language and limited formal education represent a great need in our education system. The current reforms that call for testing all students the first year they are in the United States is particularly difficult for the type of newcomer students served in the programs described in this report. Nonetheless, through newcomer programs, students have better access to the educational system and better opportunities for future accomplishments.

¹Although 115 programs completed the survey questionnaire, this is not an exhaustive representation of secondary newcomer programs in the United States. Additional sites were identified but programs chose not to participate in the study.

²As will be described later, a few programs offer a full 4-year high school or 3-year middle school to the students.

References

- Chang, H. (1990). *Newcomer programs: Innovative efforts to meet the educational challenges of immigrant students*. San Francisco: California Tomorrow.
- Cheng, L. (1998, July). *Enhancing the communication skills of newly-arrived Asian American students* (ERIC/CUE Digest No. 136). New York, NY: ERIC Clearinghouse on Urban Education.
- Dufresne, J. & Hall, S. (1997). LEAP English Academy: An alternative high school for newcomers to the United States. *MINNE-WI TESOL Journal*, 14, 1–17.
- Echevarria, J., Vogt, M.E., & Short, D.J. (2000). *Making content comprehensible for English language learners: The SIOP model*. Boston, MA: Allyn & Bacon.
- Feinberg, R.C. (2000, Autumn). Newcomer schools: Salvation or segregated oblivion for immigrant students? *Theory Into Practice*, 39(4), 220–227.
- Friedlander, M. (1991). *The newcomer program: Helping immigrant students succeed in U.S. schools* (Program Information Guide No. 8). Washington, DC: National Clearinghouse for Bilingual Education.
- Gonzalez, R. (1994). *Title VII Newcomer Program: Final report 1993–1994*. Austin, TX: Austin Independent School District, Office of Research and Evaluation.
- Hamayan, E. (1994). Language development of low-literacy students. In F. Genesee (Ed.), *Educating second language children* (pp. 278–300). New York, NY: Cambridge University Press.
- Helman, M., & Buchanan, K. (1993). *Reforming mathematics instruction for ESL literacy students* (Program Information Guide No. 15). Washington, DC: National Clearinghouse for Bilingual Education.
- Jamieson, A., Curry, A., & Martinez, G. (2001). School enrollment in the United States—Social and economic characteristics of students. *Current Population Reports*, P20–533. Washington, DC: U.S. Government Printing Office.
- Latinos in education: Early childhood, elementary, undergraduate, graduate*. (1999). Washington, DC: White House Initiative on Educational Excellence for Hispanic Americans. Retrieved May 21, 2001 from www.ed.gov/offices/OIIA/Hispanic/rr/ech.html
- Mace-Matluck, B., Alexander-Kasparik, R., & Queen, R. (1998). *Through the golden door: Effective educational approaches for immigrant adolescents with limited schooling*. McHenry, IL: Delta Systems and Center for Applied Linguistics.
- McDonnell, L., & Hill, P. (1993). *Newcomers in American schools: Meeting the educational needs of immigrant youth*. Santa Monica, CA: RAND.
- Moran, C., Stobbe, J., Tinajero, A., & Tinajero, J. V. (1993). Strategies for working with overage students. In J. V. Tinajero & A. F. Ada (Eds.). *The power of two languages: Literacy and biliteracy for Spanish-speaking students* (pp. 117–131). New York, NY: MacMillan/McGraw Hill School Publishing Company.

-
- National Clearinghouse for English Language Acquisition. (2002). *The growing numbers of limited English proficient students: 1991/92–2001/02*. Retrieved May 20, 2003 from www.ncele.gwu.edu/states/index.htm
- New York State Education Department, Office of Bilingual Education, & Nassau BOCES Bilingual/ESL Technical Assistance Center. (1997). *Proceedings of the New York State symposium on the education of over-age limited English proficient students with interrupted formal schooling*. Albany, New York: University of the State of New York, New York State Education Department.
- Olsen, L. (2000, Autumn). Learning English and learning America: Immigrants in the center of a storm. *Theory into Practice*, 39(4), 196–202.
- Olsen, L., & Dowell, C. (1989). *Bridges: Promising programs for the education of immigrant children*. San Francisco: California Tomorrow.
- Olsen, L., Jaramillo, A., McCall-Perez, Z., & White, J. (1999). *Igniting change for immigrant students: Portraits of three high schools*. Oakland, CA: California Tomorrow.
- Pilon, B. (1993). Newcomers find hope and caring in unique LAUSD high school. *CASP Today*, XLII, 3. Millbrae, CA: California Association of School Psychologists.
- Ruiz-de-Velasco, J., & Fix, M. (2000). *Overlooked and underserved: Immigrant students in U.S. secondary schools*. Washington, DC: Urban Institute.
- Short, D., & Boyson, B. (in press). *Creating access: Language and academic programs for secondary school newcomers*. McHenry, IL: Delta Systems and Center for Applied Linguistics.
- Short, D., & Boyson, B. (2000). *Directory of secondary newcomer programs in the U.S.: Revised 2000*. Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence and Center for Applied Linguistics.
- Te, B. (1997). *Unfamiliar partners: Asian parents and United States public schools*. Boston, MA: National Coalition of Advocates for Students.
- Waggoner, D. (1999). Who are secondary newcomer and linguistically different youth? In C. Faltis & P. Wolfe (Eds.), *So much to say: Adolescents, bilingualism, and ESL in secondary schools* (pp. 13–41). New York: Teachers College Press.

Appendix

Center for Research on Education, Diversity & Excellence

1999–2000 Secondary Newcomer Program Questionnaire

(Please give information for Grades 6–12 only.)

LOCATION AND CONTACT INFORMATION

Program Name: _____

Program Address: _____

Program Phone Number: _____ Fax: _____

Email: _____ Web site: _____

Contact Person's Name and Title: _____

Contact Person's Address (if different from above): _____

Contact Person's Phone (if different from above): _____

Which best describes your community? Urban/metropolitan Suburban Rural

Which best describes your program? Bilingual Native language literacy ESL

NEWCOMER PROGRAM BACKGROUND

Year the **newcomer** program started: _____

Rationale/impetus for establishing the newcomer program:

How does the program define “**newcomer**?”

Please describe your **newcomer** program (e.g., goals, program design). If possible, attach an abstract or a program description, or any other literature about your program.

SITE MODEL (Please check **all** that best apply to your **newcomer** program.)

- | | |
|---|---|
| <input type="checkbox"/> Whole school | <input type="checkbox"/> Full-day program |
| <input type="checkbox"/> Program-within-a-school | <input type="checkbox"/> Half-day program (# of class periods) |
| <input type="checkbox"/> Separate site from home school(s) | <input type="checkbox"/> Less than half-day program (# of class periods) |
| | <input type="checkbox"/> After-school program (# of hours) |
| <input type="checkbox"/> Summer program (# of weeks ____) | <input type="checkbox"/> More than 1-year program (# of semesters ____) |
| <input type="checkbox"/> Less than 1-semester program (# of weeks ____) | <input type="checkbox"/> Year-round program |
| <input type="checkbox"/> 1-semester program | <input type="checkbox"/> Other: (Please describe below.) |
| <input type="checkbox"/> 1-year program | |
| <input type="checkbox"/> 1-year plus summer program | |
-

Is there one or more *home schools* associated with the program; that is, a school students attend when not in the **newcomer** program or will attend upon exit?

- Yes No
 Serves one home school only Serves more than one home school (# of schools ____)

If so, please provide name(s), address(es), phone/fax numbers of home school(s):

NEWCOMER PROGRAM FEATURES

- Middle school High school Combination middle and high school

Grade level(s) served: _____

What are the criteria for students to be included in the **newcomer** program?

If the **newcomer** program does not serve all eligible students, how are students selected for the program?

If eligible students do not enter the **newcomer** program, what other language support programs are available to them in the district?

What criteria are used to determine when students should exit the **newcomer** program?

Maximum stay for students in **newcomer** program (# of semesters): _____ **OR** (# of weeks): _____

Average length of stay (# of semesters): _____ **OR** (# of weeks): _____

Average class size (# of students): _____

Can students enter in mid-year or mid-session? Yes No

What are the funding sources for the **newcomer** program? (Check **all** that apply.) _____

Type of funds: Federal State District Private Tuition Other: _____

NEWCOMER STUDENT DEMOGRAPHICS

Total number of students in **newcomer** program (1999–2000 school year): _____

Number of countries represented in **newcomer program**: _____

Number of non-English languages represented in **newcomer** student population: _____

Top 5 languages represented among **newcomer** student population:

1. _____ 3. _____ 5. _____
2. _____ 4. _____

The newcomer students are drawn from: One school More than one school In-take/assessment center

Age range of newcomer students: _____

Percentage of newcomer students receiving free or reduced lunch: _____%

Have the types of students served by the newcomer program changed over time? Yes No If yes, please explain. _____

INSTRUCTION AND ASSESSMENT

Which language or languages are used for instruction? _____

What types of courses does the newcomer program provide? (Check all that apply.)

Sheltered content in English (Check **all** that apply below.)

- | | |
|-------------|-------------------|
| ___ math | ___ language arts |
| ___ science | ___ health |
| ___ science | ___ other: _____ |

Content instruction in native language(s) (Check **all** that apply below.) _____

- | | |
|-------------|-------------------|
| ___ math | ___ language arts |
| ___ science | ___ health |
| ___ science | ___ other: _____ |

Cross-cultural/orientation to U.S.

School/study skills

Native language literacy

Career/vocational education

ESL or English language development

Focus on competencies (e.g., life skills, vocational)

Other courses: _____

What type of graduation credits do **high school** students receive for the courses they take in the **newcomer** program?

Please list courses for:

elective credit -

core content credit -

What kinds of literacy development strategies are used with the **newcomer** students?

What kind of program do students exit into? Bilingual ESL Mainstream Other

What measures (if any) are taken to facilitate **newcomer** students' transition into the regular ESL or bilingual school program (e.g., visits to regular ESL/bilingual/mainstream classrooms, orientation) and/or to facilitate their transition into the home school?

In which areas are students in the **newcomer** program assessed, and for what purposes?

Area	Name of Test	Purpose (e.g., placement, progress, achievement, exit)
English speaking English listening English reading English writing Native language speaking Native language listening Native language reading Native language writing Content in English: math science social studies health others: _____ _____ Content in native language(s): math science social studies health others: _____ _____ Student attitudes		

Besides testing, how are **newcomer** students assessed?

NEWCOMER PROGRAM STAFF AND PROFESSIONAL DEVELOPMENT

Please fill in the appropriate information about your newcomer program’s staff:

	Full-time (in newcomer program)	Part-time (in newcomer program)
Total number of teachers	_____	_____
ESL teachers	_____	_____
Bilingual teachers	_____	_____
Number of newcomer teachers with bilingual education certification:	_____	
Number of newcomer teachers with ESL certification or equivalent:	_____	
Number of newcomer teachers with certification in a content area:	_____	

	Full-time (in newcomer program)	Part-time (in newcomer program)
Program of Administrator/Coordinators	_____	_____
Bilingual aides/Paraprofessionals Please indicate languages spoken	_____	_____
Monolingual aides/Paraprofessionals Please indicate languages spoken	_____	_____
Resource Teacher(s) for newcomers Position(s):	_____	_____

Total **newcomer** staff who are proficient in at least one of the students' native languages: _____

Please describe specific professional development provided to **newcomer** program staff that addresses concerns of **newcomer** students.

What topics, issues, strategies are covered?

Who participates?

Who provides it?

How often is it provided?

Does the newcomer program have its own guidance counselor(s)? yes no If yes, how many? _____

If not, are regular school counselors available to the newcomers? yes no If yes, how many? _____

Are any counselors for newcomer students bilingual? yes no

If yes, which languages are spoken? _____

OTHER SERVICES (Please check **all** categories that apply.)

<p>Which types of ancillary services are offered to students in the newcomer program?</p> <ul style="list-style-type: none"><input type="checkbox"/> Title I<input type="checkbox"/> Special education<input type="checkbox"/> Gifted and talented<input type="checkbox"/> Social<input type="checkbox"/> Health (physical)<input type="checkbox"/> Health (mental)<input type="checkbox"/> Day care<input type="checkbox"/> Legal<input type="checkbox"/> Career counseling<input type="checkbox"/> Tutoring<input type="checkbox"/> Community outreach<ul style="list-style-type: none"><input type="checkbox"/> Partnerships with community <p>If so, please list your partners:</p> <p><input type="checkbox"/> Other: _____</p>	<p>Which services are offered to others associated with the newcomer program (e.g., parents)?</p> <ul style="list-style-type: none"><input type="checkbox"/> Parent Outreach<input type="checkbox"/> Adult ESL courses<input type="checkbox"/> Native language literacy courses<input type="checkbox"/> Orientation to USA<input type="checkbox"/> Orientation to US schools<input type="checkbox"/> Adult basic education<input type="checkbox"/> School liaison with parents<input type="checkbox"/> Social<input type="checkbox"/> Community outreach<ul style="list-style-type: none"><input type="checkbox"/> Information sharing with community organizations<input type="checkbox"/> Partnerships with community <p>If so, please list your partners:</p> <p><input type="checkbox"/> Other: _____</p>
---	---

Tell about aspects of your **newcomer** program that are working especially well:

Thank you for assisting us in this research initiative. Please provide any other comments or information you consider important or interesting about your **newcomer** program. (Attach extra pages or documents, as needed.)

Please fill in the following information (if different from the information on the first page):

Name: _____

Title/Affiliation: _____

Address: _____

Phone: _____

Place a check mark in the box if you would like to be on our mailing list.

Please mail or fax this questionnaire to:

Deborah Short, Center for Applied Linguistics, 4646 40th St., NW, Washington, DC 20016-1859
202-362-3740 (fax)

Thank you for your cooperation!

Publications and Products from CREDE

Research Reports

- RR 1 *From At-Risk to Excellence: Research, Theory, and Principles for Practice*, by R. Tharp, 1997
- RR 2 *Scaling Up School Restructuring in Multicultural, Multilingual Contexts: Early Observations from Sunland County*, by S. Stringfield, A. Datnow, & S. M. Ross, 1998
- RR 3 *Becoming Bilingual in the Amigos Two-Way Immersion Program*, by M. T. Cazabon, E. Nicoladis, & W. E. Lambert, 1998
- RR 4 *Pedagogy Matters: Standards for Effective Teaching Practice*, by S. Dalton, 1998
- RR 5 *Educational Reform Implementation: A Co-Constructed Process*, by A. Datnow, L. Hubbard, & H. Mehan, 1998
- RR 6 *The Effects of Instructional Conversations and Literature Logs on the Story Comprehension and Thematic Understanding of English Proficient and Limited English Proficient Students*, by W. M. Saunders & C. Goldenberg, 1999
- RR 7 *Collaborative Practices in Bilingual Cooperative Learning Classrooms*, by J. J. Gumperz, J. Cook-Gumperz, & M. H. Szymanski, 1999
- RR 8 *Apprenticeship for Teaching: Professional Development Issues Surrounding the Collaborative Relationship Between Teachers and Paraeducators*, by R. S. Rueda & L. D. Monzó, 2000
- RR 9 *Sociocultural Factors in Social Relationships: Examining Latino Teachers' and Paraeducators' Interactions With Latino Students*, by L. D. Monzó & R. S. Rueda, 2001
- RR 10 *Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes Toward School and College*, by K. J. Lindholm-Leary & G. Borsato, 2001
- RR 11 *Review of Research on Educational Resilience*, by H. C. Waxman, J. P. Gray, & Y. N. Padrón, 2003
- RR 12 *Secondary School Newcomer Programs in the United States*, by B. A. Boyson & D. J. Short, 2003
- RR 13 *The Development of Bilingualism and Biliteracy From Grade 3 to 5: A Summary of Findings from the CAL/CREDE Study of Two-Way Immersion Education*, by E. R. Howard, D. Christian, & F. Genesee, 2003

Educational Practice Reports

- EPR 1 *Program Alternatives for Linguistically Diverse Students*, by F. Genesee (Ed.), 1999
 - EPR 2 *Successful Transition Into Mainstream English: Effective Strategies for Studying Literature*, by W. Saunders, G. O'Brien, D. Lennon, & J. McLean, 1999
 - EPR 3 *The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development*, by D. J. Short & J. Echevarria, 1999
 - EPR 4 *Personalizing Culture Through Anthropological and Educational Perspectives*, by R. C. Henze & M. E. Hauser, 1999
 - EPR 5 *Implementing Two-Way Immersion Programs in Secondary Schools*, by C. Montone & M. Loeb, 2000
 - EPR 6 *Broadening the Base: School/Community Partnerships to Support Language Minority Students At Risk*, by C. T. Adger & J. Locke, 2000
 - EPR 7 *Leading for Diversity: How School Leaders Can Improve Interethnic Relations*, by R. C. Henze, 2001
 - EPR 8 *Educating Hispanic Students: Obstacles and Avenues to Improved Academic Achievement*, by Y. N. Padrón, H. C. Waxman, & H. H. Rivera, 2002
 - EPR 9 *Two-Way Immersion 101: Designing and Implementing a Two-Way Immersion Education Program at the Elementary Level*, by E. R. Howard & D. Christian, 2002
-

Occasional Reports

The Role of Classroom Assessment in Teaching and Learning, by L. Shepard, 2000

Using the SIOP Model: Sheltered Instruction Manual for Professional Development, by D. Short, J. Hudec, & J. Echevarria, 2002

A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement, by W. Thomas & V. Collier, 2002

Dual Language Program Planner: A Guide for Designing and Implementing Dual Language Programs, by E. R. Howard, N. Olague, & D. Rogers, 2003

Proceedings of the First National Conference for Educators of Newcomer Students, by B. A. Boyson, B. Coltrane, & D. J. Short (Eds.), 2003

Multimedia

Video *Pedagogy, Research, & Practice, 1999*

Video *Studies in Native American Education: Improving Education for Zuni Children, 2002*

Video *Helping English Learners Succeed: An Overview of the SIOP Model, 2002*

Video *The SIOP Model: Sheltered Instruction for Academic Achievement, 2002*

Five Standards for Effective Pedagogy Series:

CD-ROM *The Adolescent Literacy Case: A Video Ethnography of Bilingual Students' Literacy Development*, by S. Pinnegar, A. Teemant, & C. Harris, 2002

CD-ROM *The Assessment Literacy Case*, by S. Pinnegar & A. Teemant, 2002

CD-ROM *The Craig Cleveland Case*, by S. Pinnegar, A. Teemant, & R. Tharp, 2002

CD-ROM *The Early Childhood Literacy Case*, by S. Pinnegar, A. Teemant, & S. Tyra, 2002

CD-ROM *The Julene Kendell Case*, by R. C. Harris, J. Kendell, M. F. Harris, & D. Baker, 2002

CD-ROM *The Lucia Villarreal Case: A Video Ethnography of Literacy Practices in a Bilingual Classroom*, by S. Pinnegar & S. Tyra, 2002

CD-ROM *The Mara Mills Case*, by A. Teemant, S. Pinnegar, & R. Tharp, 2002

3 CD-ROM set *The Second Language Acquisition Case*, by A. Teemant & S. Pinnegar, 2002

CD-ROM *The Sheri Galarza Pre-School Case*, by R. Tharp, S. Entz, & S. Galarza, 2002

CD-ROM *Teaching Alive for the 21st Century in Elementary Settings*, by R. Tharp, S. Dalton, & S. Hilberg, 2002

CD-ROM *Teaching Alive for the 21st Century in Secondary Settings*, by R. Tharp, S. Dalton, & S. Hilberg, 2002

CD-ROM *The Bilingual/ESL Programs and Practices Case: A Video Ethnography of Educational Alternatives for Second Language Learners*, by A. Teemant, 2003

CD-ROM *The Second Language Literacy Case: A Video Ethnography of Bilingual Students' Literacy Development*, by A. Teemant, S. Pinnegar, J. R. Graham, 2003

Directories

Directory of Secondary Newcomer Programs in the United States: Revised 2000, by D. J. Short & B. A. Boyson, 2000, online at <http://www.cal.org/newcomerdb>

Directory of Two-Way Bilingual Immersion Programs in the United States, by J. Sugarman & L. E. Howard, online at <http://www.cal.org/twi/directory>

National Directory of Teacher Preparation Programs (Preservice & Inservice) for Teachers of Linguistically and Culturally Diverse Students, online at <http://www.colorado.edu/education/BUENO/crede/index.html>

To order copies of CREDE publications and products, contact:

Dissemination Coordinator, CREDE
Center for Applied Linguistics
4646 40th Street NW
Washington, DC 20016-1859
202-362-0700
202-362-3740 (fax)
crede@cal.org
<http://www.cal.org/crede/pubs>

CALStore
Center for Applied Linguistics
4646 40th Street NW
Washington, DC 20016-1859
800-551-3709
888-700-3629 (fax)
store@cal.org
<http://www.cal.org/store>
