Topic	Designing a Newcomers Program for Families and Students
Definition/Overview	The U.S. Department of Education defines a newcomer as "any foreign-born students and their families who have recently arrived in the United States." Newcomers are typically part of one or more subgroups, which will influence their strengths and needs. These subgroups can include: asylees, refugees and unaccompanied youth, among other groups. Colorín Colorado states that "newcomer programs offer an opportunity for immigrant students to have their linguistic, social, and cultural needs met since in some cases, traditional English as a second language and bilingual programs are not designed to address those particular needs." Typical features of a newcomer program include: ● Native language and literacy skill development ● English language and literacy skill development ● Culturally-relevant content area instruction ● Assistance with acclimating to the school culture and schedule ● Family training on navigating the American education system
Fast Facts	Research has shown the effective features of newcomer programs to include: ● Flexible scheduling of courses and students ● Careful staffing plus targeted professional development ● Basic literacy development materials for adolescents and reading interventions adapted for English language learners ● Content area instruction to fill gaps in educational backgrounds ● Extended time for instruction and support ● Connections with families and social services ● Diagnostics and monitoring of student data ● Transition measures to ease newcomers into the regular school programs or beyond high school (Short, D. J., & Boyson, B. A. (2012))
Resources	**Articles** ● Want to Support English Language Learners? Prioritize SEL	Education Week ● 4 Effective Strategies for Supporting Newcomer English Learners	Edutopia

	● [It's Time We Live Up to Our Promise to Newcomer Students](#) | The Next 100 ● [5 Strategies for Helping Newcomer ELLs Thrive](#) | Edmentum ● [Partnering with Newcomer Families](#)|Usable Knowledge, Harvard Graduate School of Education **Videos** ● [Understanding and Supporting the Mental Health Needs of Newcomer Immigrant Youth and Families](#) |University of California, San Francisco Department of Psychiatry and Behavioral Sciences ● [You Are Welcome Here: Supporting the Social and Emotional Health of Newcomer Immigrant Students](#) | Colorín Colorado ● [English Language Learners: Culture, Equity and Language](#) | NEA Priority Schools Campaign ● [Teaching Reading and Comprehension to English Learners, Grades K-5](#) | Public Consulting Group **Planning Tools/Guides** ● [Understanding the American Education System](#) | Study in the USA ● [U.S. Dept. of Education Newcomer Toolkit](#) | U.S. Department of Education ● [Refugee Children in U.S. Schools Toolkit](#)|Bridging Refugee Youth and Children's Services (BRYCS) ● [Inclusion Strategies for English Language Learners Toolkit](#) | Colorín Colorado ● [Reference Guide for Registering Students with Non-English Names](#) | Institute of Education Sciences ● [How to Help Your Child Succeed as a Newcomer](#) | Educating Bilinguals **Case Studies/Evidence-based Practices** ● [Helping Newcomer Students Succeed in Secondary Schools and Beyond](#)|Center for Applied Linguistics ● [Social and Emotional Supports for Newcomer Students](#) | National Clearinghouse for English Language Acquisition ● [Supporting Newcomers Through a Community School Model](#) | Learning Policy Institute