

| Program Option (as required in ESSA) | Program Description | Language(s) of Instruction Used in Program | Other Common Names |
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| No or Not Applicable | Students not in program because native English speakers or students coded as FELL | NA | NA |
| English as a Second Language (ESL) or English Language Development (ELD) | Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing). | Usually provided in English with little use of the ELs' primary language(s). | <ul style="list-style-type: none"> • Pull-Out ESL |
| Dual Language or Two-Way Immersion | Bilingual program promoting students to develop and maintain language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half primary-English speakers and half primary speakers of the other language. | English and another language. | <ul style="list-style-type: none"> • Native Language Content Classes • First language literacy class • L1 Literacy • Primary language literacy |
| Transitional Bilingual Education or Early-Exit Bilingual Education | Program that maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELs' transition to an | Students' primary language and English. | <ul style="list-style-type: none"> • Native language content classes • First language literacy class • L1 Literacy • Primary language literacy |

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| | all-English instructional program, while the students receive academic subject instruction in the primary language to the extent necessary. | | |
| Content Classes with Integrated ESL Support | <p>Program designed for English learners to learn content and develop English language skills simultaneously in one class.</p> <p>Instruction in language is not separate from the learning of content. As students learn new concepts and skills (for example, in mathematics or history) they learn the language for that content area.</p> | Usually provided in English with little use of the ELs' primary language(s). | <ul style="list-style-type: none"> • Push-In ESL • Co-Teaching • Sheltered Instruction Observation Protocol (SIOP) • Specially Designed Academic Instruction in English (SDAIE) • Structured English Immersion (SEI) • Sheltered grade-level content Courses |
| Newcomer Programs | Program designed specifically for students with low levels of English proficiency and new to the US. The goal is to accelerate their acquisition of English language skills and to orient them to the US and its schools. | <ul style="list-style-type: none"> • English only • English and another language(s). | <ul style="list-style-type: none"> • Newcomer Center |
| Other | A language instruction program model designed to develop English that does not match the provided options. | NA | |
| Not in a Language Instruction Program, Parent Refusal | Parents/Guardians have refused district/school language instruction services. | NA | <ul style="list-style-type: none"> • Parent-Opt Out • Waived Students |

Please visit the CDE Guidebook on Designing, Delivering, and Evaluating Services for English Learners http://www.cde.state.co.us/cde_english/eldguidebook

Language Instruction Program definitions adapted from the CDE Guidebook on Designing, Delivering, and Evaluating Services for English Learners and the English Learner Toolkit developed by the United States Department of Education, <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>