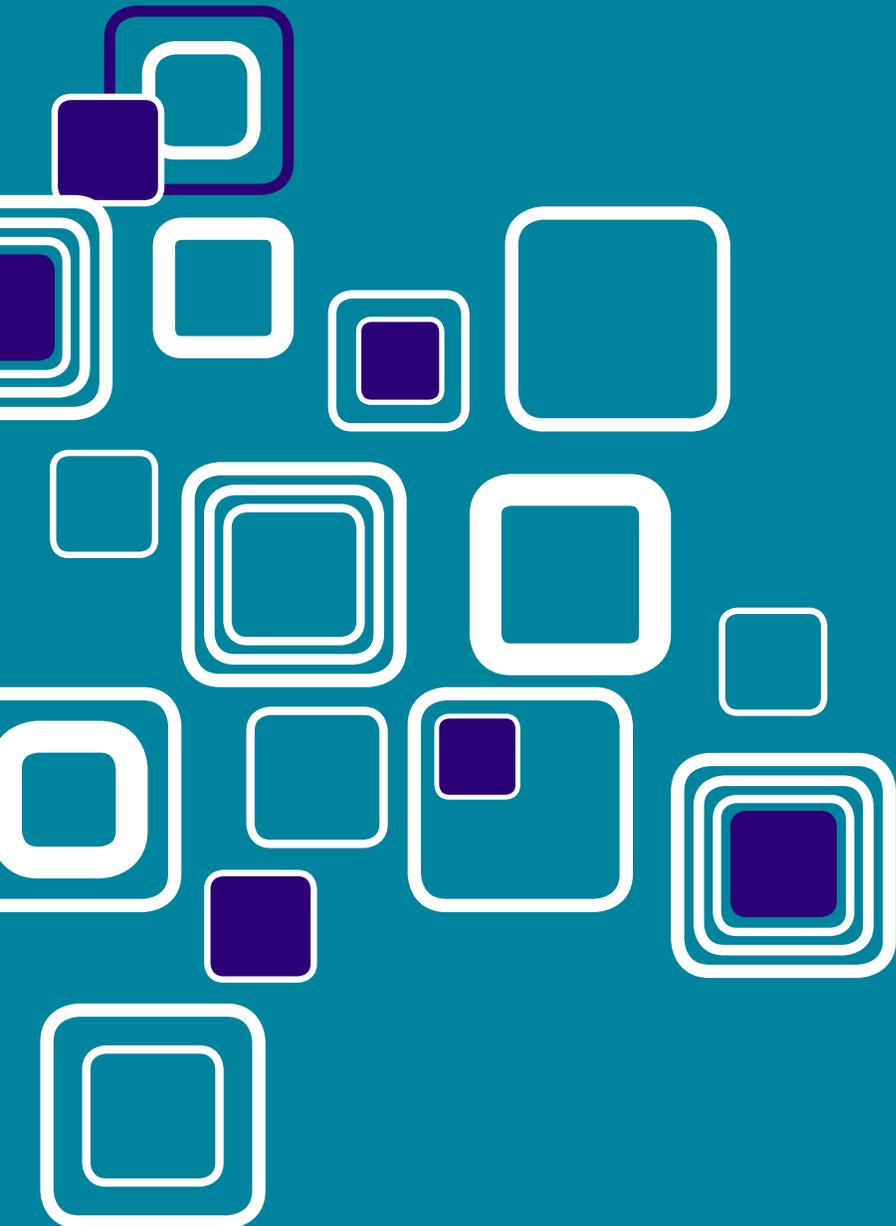

TRANSATLANTIC SYMPOSIUM REPORT

Improving Instruction for Immigrant and Refugee Students in Secondary Schools

By Margie McHugh and Julie Sugarman



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Introduction

The growing enrollment of pupils with migrant backgrounds—including newcomers and the children of immigrants and refugees—has brought unique opportunities and challenges for school systems in Europe and the United States. These include how to create school environments that welcome and support the aspirations of students from diverse cultural backgrounds, fill gaps in students’ formal education, and help those without strong host-country language and literacy skills to acquire them. Providing the instruction and support that language minority (LM) students need in order to access grade-level academic content is particularly complex in the secondary grades, due to the rigor of the curriculum and the short time frame within which students must prepare for postsecondary education and the workforce. Too often, students with a migrant background¹ fall behind their nonmigrant peers, contributing to comparatively high numbers of immigrant students who leave school early.

Given the changing demographics of students in the United States and in many European countries, educators and school administrators are urgently seeking ways to develop the skills to differentiate instruction for migrant-background and LM youth and effectively address their varied linguistic, academic, and nonacademic needs. To promote the sharing of best practices and analyses, the Migration Policy Institute’s National Center on Immigrant Integration Policy brought together approximately 30 leading policymakers, teacher educators, and researchers from the United States and Europe in June 2015 for a symposium in Brussels titled “Improving Instruction and Support for Students with a Migrant Background and Language Minority Pupils in the Secondary Grades: A Transatlantic Symposium on Improving Teacher and Administrator Capacities.” The symposium explored the imperative of improving educational outcomes for students from migrant and LM backgrounds, with a particular focus on the initial and ongoing training of teachers and school leaders as well as elements of school and policy design that promote effective instruction for migrant and LM students in the secondary grades.

This paper synthesizes the themes and central questions raised during the presentations and discussions that took place over the course of the symposium. Relevant presentations and background information available to participants in the symposium are linked throughout, and brief bios of the presenters can be downloaded [here](#).

I. Overview

Margie McHugh, Director of MPI’s National Center on Immigrant Integration Policy, opened the meeting, providing an overview of its goals, which included: (1) building an understanding of the strengths and needs of migrant and LM students; (2) exploring the unique skills and competencies necessary for secondary teachers to support these students’ language development and academic success; (3) learning about existing efforts to support high-quality instruction for LM and migrant students; and (4) examining the roles that state, national, and supranational governments can play in improving the quality of instruction for diverse learners in the secondary grades.

¹ Various terms are used in Europe and the United States to describe the population discussed in this synthesis paper. Students from a *migrant background* or *immigrant and refugee background* refer to students who were born abroad as well as those born in the host country to immigrant parents, and *newly arrived* or *newcomer* are those who have been in the host country for only a short time (a few days to a few years). Whereas *English Language Learner* suffices to describe those who do not speak the language of schooling in the U.S. context, the broader terms *language minority* and *host-country language learner* include those who speak a language at home that is different from the language spoken at school.



II. Understanding the Strengths and Needs of Migrant and Language Minority Students with Diverse Characteristics

The sociodemographic characteristics and learning needs of students with a migrant background can differ greatly within and across ethnic and nationality groups and across generations. This is particularly true in the case of youth who migrate during their secondary school years and lack proficiency in the host country's language of instruction. The first session in the symposium provided an overview of research on the educational and social support challenges facing migrant-background and LM students in the secondary grades, including how their needs vary based on factors such as recency of arrival and prior schooling in the country of origin.

Describing the U.S. context, Jennifer Himmel from the Washington, DC-based Center for Applied Linguistics discussed how [a shift in emphasis in second-language education](#) from acquiring basic English to developing proficiency in academic English has resulted in greater attention to the unique needs of different types of English Language Learners (ELLs). In particular, the increasingly complex level of language skills required to pass English language proficiency assessments has drawn attention to two groups of adolescent ELLs: newcomer students with limited or interrupted formal education (SLIFE), and long-term English Learners (LTELs). Most LTELs (students who are still ELLs after four to six years in the United States) have developed strong oral English skills, but have gaps in academic language skills that prevent them from scoring at advanced or proficient levels of English. SLIFE students, in contrast, require support in oral English and basic literacy skills, an understanding of the norms of school culture, and, in some cases, in the academic content that their age-level peers were exposed to in earlier years of schooling.

In her presentation, Ms. Himmel highlighted the SIOP Model of sheltered instruction (based on the Sheltered Instruction Observation Protocol), used by many school districts in the United States to teach academic English through the medium of grade-appropriate content. Strategies included in the SIOP Model also help teachers ensure that instruction in general education courses is sufficiently comprehensible so that all students can access academic concepts. SIOP Model professional development provides participants with a fundamental understanding of the integration of language skills and academic content, specific strategies for making academic content comprehensible (such as the use of visual aids and an appropriate rate of speech), and ideas for classroom activities that promote student interaction and productive language use.

Hanna Siarova of the Public Policy and Management Institute described [findings from research](#) she and others conducted on [educational support for newly arrived migrant children](#) across a variety of European countries. Drawing from case studies that examined the contexts and needs of migrant-background students in several European states, she discussed the need for more inclusive and equitable models of education to serve them. Given the European Union (EU) goal of reducing early school leaving to below 10 percent across European Member States, it is particularly urgent to address the fact that in the past few years foreign-born students have been leaving school early at roughly double the rate of native-born students (e.g., 22.6 percent vs. 11.0 percent respectively in 2013). Adding to the complexity of the issue, policymakers must attend to the needs of a variety of target groups, including foreign-born children and the children of immigrants (i.e., the second generation), ethnic minority and indigenous children (such as the Romani), and children returning to their countries of origin after time abroad. Factors that might hamper students' academic success include inadequate language and literacy skills (in their native language and/or the language of instruction), gaps in prior education, cultural differences, and inadequate access to social support networks. At the institutional level, a variety of factors can affect student outcomes, including school leadership, teacher capacity and preparation, the availability of support structures, school climate and diversity, teachers' expectations, and the encouragement of parental involvement.



Also in this session, Claudia Koehler of the European Forum for Migration Studies at the University of Bamberg provided [an overview of the work of the SIRIUS European Policy Network](#) on the Education of Children and Young People with a Migrant Background and attention the SIRIUS Network has sought to bring to improving education policies and practices relevant to migrant youth. MPI has provided strategic guidance and policy support to the SIRIUS Network, which since 2012 has provided a platform for discussing policy priorities focused on how education systems across Europe can adopt research-based practices to help all students develop their skills and potential in increasingly diverse societies. Ms. Koehler noted that the SIRIUS Network has advocated for increasing integration of migrant and nonmigrant students in schools and classrooms, and for delaying the age of “first tracking” to allow students sufficient time to catch up with language skills and academic content before being put on an academic or vocational path through secondary and postsecondary education. The SIRIUS Network has also advocated for supporting access to high-quality vocational education and training, [promoting multilingualism](#) and content and language integrated learning (CLIL), [providing professional development](#) to teachers on issues central to the education of migrant students, [forming peer-to-peer support networks](#) for migrant students, and increasing the numbers of and support for teachers from a migrant background.

Additionally, Elizabeth Collett, Director of MPI Europe, provided reflections based on the MPI Europe study *[Into the Mainstream: Rethinking Public Services for Diverse and Mobile Populations](#)*, noting that a common challenge in Europe is a lack of the local-level data needed to guide sound education planning and decision making. Lack of pertinent data in turn often constrains the frames in which education policies are created—for example, in France, where data exist on economic disadvantage but not national origin, education supports may be targeted to areas with extensive poverty but not to specific migrant groups.

In a related point, research is constrained by a focus on “places doing interesting things,” as Ms. Collett put it, rather than on the vast areas where there are no services or innovations despite high need. Indeed, across Europe, there are a variety of responses to the education needs of new arrivals to secondary school. Some systems implement a range of innovations, some attempt pilot projects only to cancel them later, others are willing to improve services but lack the resources and capacity to do so, and others have not made any efforts to date. She noted that those communities not yet implementing programs for newcomer students could benefit from access to federal funds—at least to support capacity building—or to even supranational funds such as the European Integration Fund.

Following the presentations and other contributions related to country-specific circumstances, symposium participants engaged in a roundtable discussion. One topic of focus was the complex challenges facing policymakers given the diverse characteristics of migrant-background students and the different social and educational contexts into which they settle. In both Europe and the United States, school systems vary widely in the degree to which they are impacted by migration and by the characteristics of their students, including whether they are citizens, refugees, voluntary migrants, or returning natives. In addition, while changes to education policy for language learners in the United States is frequently driven—at least in part—by analysis of student outcomes in English language proficiency and academic achievement, those data are not generally available in European contexts, making the specific instructional needs of host-country language learners largely invisible to policymakers and system leaders. Where no mechanisms exist to even identify host-country language learners, it is extremely difficult to move beyond ad hoc programs that go to great lengths to work around the lack of mechanisms for directing appropriate services to LM students.



III. Training and Professional Development for Teachers and School Leaders

The symposium's second session explored policies and models for preparing teachers and school leaders to support linguistically and culturally diverse students. To begin, Isabel Ferreira Martins, former Coordinator of Entreculturas, described [the development of the Entreculturas program](#) started in 1991 to help Portuguese public schools build their capacities for serving an increasingly diverse student population. As a community of practice, the government staff working on the initiative developed a shared framework and theory of action that could be operationalized in efforts related to professional development and transforming school environments. The program's professional development efforts focused on three topics: multiculturalism and diversity, adult learning, and cooperation and communities of practice. In addition, Entreculturas brought to the surface reflections on the learning process itself. This emphasis was critical because the project sought to confront deeply rooted beliefs, including the concept of diversity as an asset rather than a problem, the plurality of cultural identities, and the possibility of reinterpreting one's own past experiences. The Entreculturas model is therefore understood to have implications not just for intercultural dialogue and reshaping the education system, but for a new understanding of citizenship and democratic participation.

As the program matured and the issues it raised were seen to affect areas beyond education, the program moved from the Education Department into the High Commission for Immigration and Intercultural Dialogue (now the High Commission for Migration). The project also launched graduate courses and a trainers' network in an effort to support intercultural education and community engagement across the country. Intercultural dialogue is one of the central principles underlying Portugal's integration policy, which is [ranked among the best such policies](#) in the European Union.

Turning to the United States, Luis Duany, Director of School Support for the Internationals Network for Public Schools, described [key elements of the acclaimed network's efforts in supporting 18 immigrant-focused high schools](#) in New York City, the San Francisco Bay area of California, and the Washington, DC, area. Internationals schools serve ELL students who have been in the United States for fewer than four years at the time of enrollment. Unlike many other newcomer programs, students do not exit the program and transfer to another program or school but are instead served in the same Internationals school for their entire high school career. The Internationals model features heterogeneous classrooms that are mixed by age, grade level (in grades 9-10), native language, academic background, and English proficiency level. As most Internationals high schools are linguistically diverse, the *lingua franca* of the classroom is English, but students' native languages are valued in the classroom and incorporated into instruction. The five core principles of the Internationals educational model are heterogeneity and collaboration, experiential learning, language and content integration, localized autonomy and responsibility, and one learning model for all.

To meet diverse learning needs, the Internationals model depends on well-trained instructional and administrative staff whose instructional practices develop students' skills in all four language domains—speaking, listening, reading, and writing—with a particular focus on the development and demonstration of grade-appropriate subject knowledge and academic literacy in English. Teachers work in teams that are assigned to particular groups of students, and meet frequently for collaborative planning around instruction. Critically, all team members are expected to develop expertise in integrating English language development and content-area instruction.

Just as students at different academic and linguistic levels help one another in the classroom, so too do instructors provide mutual support, as they grow from attendees at professional development sessions to mentors and instructional coaches in the course of their careers. Specific professional development components include the I-START Urban Teacher Residency, summer and fall professional development institutes, interdisciplinary teaching teams, and inter-visitations among the 15 New York City Internationals schools to share promising practices. Principals and assistant principals hold monthly network meetings, and schools are supported by other schools as well as the Internationals staff.



Finally, Mostapha Bouklouâ [discussed the Network of Teachers of a Migrant Background](#) in the state of North-Rhine Westphalia, one of eight German states where this type of [professional development network](#) operates. Given that teachers with a migrant background are in a unique position to both mentor students with a similar background and also help professional colleagues shift their attitudes and expectations of diverse students, the program seeks to increase the number of teachers from a migrant background, to support their work as cultural intermediaries, and to position them as role models of upward mobility for migrant-background students.

When the Network was started in 2007, it was estimated that 30 percent of the students in the state came from a migrant background, but only 2 percent of teachers did so (that figure has now risen to 5-6 percent). Additionally, the share of students from a migrant background who attend the highest academic high school track is proportionately lower than their share of the population, and students from a migrant background are seven times more likely to drop out of high school than other students.

Funded by the state's Ministry of Integration, the Network is organized by one full-time and two part-time teachers who are provided by the state Ministry of Education. These staff members encourage high school students from a migrant background to pursue a teaching career, and provide preservice and in-service educators with opportunities for professional development in both formal and informal settings. As of 2015, the Network included more than 700 teachers and 600 university students representing more than 40 countries of origin. While the Network's focus is local, it also has a national reach; it has hosted nationwide conferences, and similar networks have been set up in seven other states.

During the discussion that followed these presentations, a number of systemic challenges and barriers to change were identified, including the relative lack of prestige associated with teaching careers in general and of teaching in schools that are perceived as lower status, challenges in getting all administrators in a system to agree on an approach, and difficulties scaling effective models while adapting to local needs. Another obstacle to educational change occurs when there is a mismatch between school- and system-level designs, for example, when a school implements an innovation that works for a new population but that does not conform to the regulated policies and practices of the school system. Meanwhile, countries that are facing overnight changes in population may need to get the basics of their systems in place (such as building schools and developing procedures for enrolling children of asylum seekers) before they can develop or scale up new initiatives.

Participants also cited several specific challenges to improving newcomer education. For example, since the Swedish government started giving parents the option to choose their children's school, linguistic and cultural minorities have been increasingly segregated in schools that are seen by natives as less desirable. In Germany, only two of 16 states require prospective teachers to get credits in second language acquisition. In addition, systems that want to increase the number of teachers with skills such as multicultural awareness may struggle to establish a procedure for staff to demonstrate those competencies in order to establish them as a qualification. There are also challenges to scaling up a model such as the Internationals Network which has such intensive demands for leadership development and teacher competency.

Nevertheless, one commenter observed that the symposium's presentations and discussions demonstrated that systemic change may be promoted in a variety of ways, including incremental change, small-scale efforts led by a charismatic leader, the creation of parallel alternatives that leave mainstream services largely intact, as well as by imposition of measures from the top down. For example, the Teachers from a Migrant Background program allows Germany to build systemic capacities by drawing from local, small-scale innovations, while in the United States, local school systems have been impelled to figure out how to serve immigrant students in part because of strong state and federal accountability measures.

Finally, some participants noted that the programs highlighted in the session were associated with higher rates of teacher satisfaction and retention, both of which are recognized as critical to improving the overall quality and capacity of the educator workforce.



IV. District/City Efforts to Support High-Quality Instruction for Language-Minority and Migrant Students

At the local level, many districts and cities have launched far-reaching professional development initiatives for teachers and principals focused on effective instruction for migrant and LM students. In some cases, these capacity-building efforts have been a part of larger structural reforms that recognized the need to improve instruction for immigrant background and LM students. The three presentations in the third session delved more deeply into the links between goals, structures, and the competences of teachers and administrators in several of these large-scale efforts.

Jennifer Fong, Director of College and Career Readiness for the San Francisco Unified School District (SFUSD), began the session by describing [two central questions that faced the school district](#) in 2010, as it considered how to better serve the roughly 500 newcomers that entered high school there each year: (1) whether to continue to serve all district newcomers in a single high school or mix them into high schools throughout the city, and (2) whether to teach English language development (ELD) as a separate subject or integrated into content areas. District leaders decided to break up the existing newcomer high school, citing a number of drawbacks for students, including that they had to switch to a new high school once they no longer required newcomer services, and that the newcomer school was not necessarily near their homes, it offered limited access to native or fluent English speakers, and it did not offer the full range of courses and electives that counted toward graduation requirements.

After 2010, newcomer students could enroll in pathways designed for them at six high schools, including one Internationals Network school. At each of these schools, a range of instructional supports and program features were put in place to accelerate these students' development of subject area knowledge and English skills, and they were given access to a full range of credit-bearing classes. It was hoped that the newcomer students would benefit from increased interaction with English-proficient peers and continuity in academic and social supports across the high school years.

Within the newcomer pathway, students are part of a grade-level cohort that is taught by a team of newcomer specialist teachers who provide two periods of English/ELD as well as ELD integrated into content area instruction (math, science, and social studies). Infusing ELD into content allows students to develop academic language in the content areas in addition to basic English structures taught in a traditional ELD class. These students also receive specific counseling and wellness services, and SLIFE students receive additional support. A critical component of the program is intensive professional development for teachers, principals, and counselors in the identification and instruction of different types of ELLs, including students at varying levels of proficiency and SLIFE students.

After developing the newcomer pathways and providing extensive professional development to staff, SFUSD found that the share of ELL students reclassified as fluent English proficient jumped from 7-12 percent in the four preceding years to 17 percent in 2010-11, 19 percent in 2011-12, and 23 percent in 2012-13. Average rates of improvement on the state English language proficiency assessment also doubled.

Another leading California educator, Hilda Maldonado, Executive Director of the Multilingual and Multicultural Education Department of the Los Angeles Unified School District, focused on [a specific population of language learners: long term English learners \(LTELs\)](#) who have been in U.S. schools and identified as ELLs beyond the six-year window in which they are expected to reach English proficient status. She described a comprehensive plan enacted by the Los Angeles Unified School District to accelerate elementary-age students' English development in order to prevent future LTELs, to address current LTEL needs through differentiated placement and instruction, and to increase access to academic (credit-bearing) courses for ELLs—a key factor in helping these students persist through graduation.



In order to improve reclassification rates, the district took on several challenges. First, for students who met all reclassification criteria except a proficient score on the statewide English language arts assessment, the district established a procedure for using student work as evidence of meeting grade-level standards. Other strategies included improving systemwide understanding of the reclassification process, developing courses to target the learning needs of LTELs, establishing an LTEL designee at each school and working with the counseling system to monitor LTELs, reorganizing the secondary ELD program, and creating a network of LTEL teachers to develop and implement units of study.

Finally, Regine Hartung, Head of the Department for Intercultural Education at the State Institute for Teacher Training and School Development in Hamburg, Germany, discussed a training course the Institute had recently developed with the aim of [helping teachers become “intercultural coordinators.”](#) Nearly 50 percent of students in Hamburg hail from a migrant background. Seeking to move beyond short-term seminars often offered in reaction to conflicts, the Institute created the intercultural coordinator credential as a means of developing systemwide capacities for changing school climates. The course of study has three central themes: intercultural sensitivity and anti-bias training, the application of intercultural competences to school systems, and change management (which addresses the process of transforming school culture).

Teachers attaining the credential are generally expected to support school efforts to address bias in the curriculum, recruit staff with intercultural skills, and take steps to create a more welcoming school culture. As a result of the credential’s creation, some schools have developed an intercultural coordinator position in order to take advantage of the specialized knowledge of these well-trained staff. In addition to the deeper anti-bias and school-development efforts they contribute to, other activities that intercultural coordinators have undertaken on their campuses are ensuring that international holidays are printed on school calendars, publicly displaying the variety of languages spoken by students, enhancing parent engagement, and including multicultural material in the curriculum and school library.

Questions and discussion throughout the presentations touched on the skills needed by school administrators to support the implementation of new instructional or intercultural approaches, key elements of the sustained professional development efforts needed to build the language-development skills of content-area teachers, and the benefits of building teachers’ capacity to address overall school climate as well as students’ instructional needs.

V. Policy Implications: Sustaining and Scaling Support for High-Quality Instruction

The symposium’s final session started with an interview format and featured experts from the United States and Europe, who discussed the roles that state, national, and supranational governments can play in improving the quality of instruction for diverse learners in the secondary grades, including possibilities for promoting and scaling effective local practices.

Diana Jablonska, Deputy Head of the Multilingualism Unit in the European Commission’s Directorate General for Education and Culture, described several of the Commission’s efforts to support the 28 EU Member States in improving the quality of their educational services. Broadly speaking, these efforts encompass supporting the exchange of best practices, the development and dissemination of research, and the creation of networks. Because the European Commission lacks authority to legislate in this area, it uses less direct ways to attempt to influence state-level actions, such as setting policy priorities and outcome targets and using funding mechanisms to encourage states to meet them. For example, in the education arena, the [EU 2020 plan](#) is a significant organizing framework; its goals include reducing educational dropout rates to below 10 percent and increasing the number of adults who complete postsecondary education.



Pedro Calado discussed Portugal's history as a country of emigration, which has more recently sought to attract immigrants and create policies and systems to support their successful integration into Portuguese life. As the High Commissioner for Migration, Calado engages with various ministries to implement policies related to integration and the provision of services, including through the Entreculturas and Escolhas ("Choices") programs, key initiatives developed by the High Commission to promote the educational success of migrant youth. Using explicit cross-agency planning and coordination strategies, the High Commission works to ensure that ministry leaders understand integration needs and the impacts of their policy and program decisions on the national government's integration goals and outcomes.

Delia Pompa, representing the National Council of La Raza discussed the importance of civil-rights laws in shaping ELL education policies in the United States. As most of the responsibility for education rests at the state level, the federal government influences education policy primarily through the levers of federal discretionary spending and the rules that state and local recipients of federal funding must follow. In recent years federal accountability policies related to these funds have significantly increased awareness of ELL students and their needs, since states and districts are now held accountable for their progress as measured by their test scores, which must be reported to federal authorities annually.

The U.S. federal government also enforces federal court rulings that affect education access and quality for immigrant and ELL students. For example, because of a Supreme Court ruling, schools are not permitted to ask about a child's immigration status or consider immigration status as a factor in eligibility for free public education in elementary and secondary schools.

In the concluding discussion that followed, symposium participants touched on strategies to ensure that the needs of migrant-background students in secondary school are incorporated into broader education reform and migration management conversations. Among them:

- Include the specific educational needs of older youth in discussions of immigration and refugee policy and funding approaches at the national and supranational levels
- Urge education policymakers at the national and supranational levels to use their authority to ensure that the needs of late-arriving students are equitably and effectively addressed
- Expand learning and sharing around systems for establishing and measuring relevant teacher and administrator competences for serving secondary school newcomers
- Support state and local structures (perhaps leveraging education and integration funding streams) to meet capacity-building needs in instructional and intercultural approaches
- Improve data collection to capture students' academic language development
- Improve public communication around the long-term economic and social benefits of addressing newcomer students' needs
- Expand monitoring and assessment of educational services for late-arriving newcomers with an eye to systemwide efforts that ensure access to a rigorous, mainstream curriculum.

Thanking all of the education leaders and experts who participated in the symposium, MPI's Margie McHugh closed the meeting, noting that MPI's U.S. and European offices would continue to promote learning and networking among those seeking to improve educational services for newcomers in secondary schools, and welcoming ongoing collaboration and partnership with those present to promote action on capacity-building strategies identified during the meeting.



About the Authors



Margie McHugh is Director of the Migration Policy Institute's National Center on Immigrant Integration Policy. The Center is a national hub for leaders in government, community affairs, business and academia to obtain the insights and knowledge they need to respond to the challenges and opportunities that today's high rates of immigration pose for communities across the United States. It provides in-depth research, policy analysis, technical assistance, training and information resource services on a broad range of immigrant integration issues. Ms. McHugh's work focuses on education quality and access issues for immigrants and their children from early childhood through K-12 and adult, post-secondary and workforce skills programs.

She also leads the Center's work seeking a more coordinated federal response to immigrant integration needs and impacts, and more workable systems for recognition of the education and work experience immigrants bring with them to the United States.

Prior to joining MPI, Ms. McHugh served for 15 years as Executive Director of The New York Immigration Coalition, an umbrella organization for over 150 groups in New York that uses research, policy development, and community mobilization efforts to achieve landmark integration policy and program initiatives. Prior to joining NYIC, Ms. McHugh served as Deputy Director of New York City's 1990 Census Project and as Executive Assistant to New York Mayor Ed Koch's chief of staff.

Ms. McHugh is a graduate of Harvard and Radcliffe Colleges.



Julie Sugarman is a Policy Analyst at MPI's National Center on Immigrant Integration Policy, where she focuses on issues related to immigrant and English Language Learner (ELL) students in elementary and secondary schools. Among her areas of focus: policies, funding mechanisms, and district- and school-level practices that support high-quality instructional services for these youth, as well as the particular needs of immigrant and refugee students who first enter U.S. schools at the middle and high school levels.

Dr. Sugarman came to MPI from the Center for Applied Linguistics, where she specialized in the evaluation of educational programs for language learners and in dual language/two-way immersion programs. At CAL, she directed comprehensive program evaluations of instruction for ELLs in K-12, and contributed to numerous research and evaluation projects, including studies of biliteracy development in two-way immersion programs and the evaluation of the STARTALK program which funds teacher training programs and language instruction for students in grades K-16 in critical languages.

Dr. Sugarman earned a B.A. in anthropology and French from Bryn Mawr College, an M.A. in anthropology from the University of Virginia, and a Ph.D. in second language education and culture from the University of Maryland, College Park.



The Migration Policy Institute is a nonprofit, nonpartisan think tank dedicated to the study of the movement of people worldwide. MPI provides analysis, development, and evaluation of migration and refugee policies at the local, national, and international levels. It aims to meet the rising demand for pragmatic and thoughtful responses to the challenges and opportunities that large-scale migration, whether voluntary or forced, presents to communities and institutions in an increasingly integrated world.

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