

***Using Supplementary School Funding
to Improve the Educational Outcomes
of Migrant-Background Students:
A Transatlantic Comparison***

**Webinar
June 22, 2016**



Logistics

- Slides and audio from today's webinar will be available at: <http://www.migrationpolicy.org/events>
- The report *Improving Education for Migrant-Background Students: A Transatlantic Comparison of School Funding* is available here: <http://bit.ly/28NjZxQ>
- If you have any problems accessing this webinar, please contact us by email at events@migrationpolicy.org or call +1-202-266-1929.
- Use Q&A chat function on the right of the screen throughout webinar to write questions.
- Or send an email to events@migrationpolicy.org with your question.



Presenters



Margie McHugh, Director, National Center on Immigrant Integration Policy, MPI



Julie Sugarman, Policy Analyst, National Center on Immigrant Integration Policy, MPI



Simon Morris-Lange, Deputy Head of Research, Expert Council of German Foundations on Integration and Migration (SVR)



Paula Markus, Program Coordinator, ESL/ELD, Toronto District School Board



Presenter



Margie McHugh,
Director, MPI
National Center on
Immigrant
Integration Policy

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.



Study Context

- *Conducted in partnership with Expert Council of German Foundations on Integration and Migration (SVR)*
- *For MPI, builds on transatlantic focus of NCIIP and MPI Brussels on key integration policies and practices, particularly with regard to ECEC systems and elementary and secondary education*
- *Overall context:*
 - *Rising numbers of immigrant and refugee students in Europe and North America*
 - *More systems seeking to build capacity*
 - *Funding is a critical lever to influence how migrant-background students are served*



About the Study: General Findings

- *Cross-country comparison demonstrates wide acknowledgment among policymakers that additional services and therefore resources are needed*
- *Varied approaches uncovered with regard to:*
 - *Identification of target students*
 - *Purposes for which funds may be used*
 - *Balance of flexibility vs accountability for use*
- *Evidence of significant experimentation with designs and operating mechanisms*



Presenter



Margie McHugh,
Policy Analyst, MPI
National Center on
Immigrant
Integration Policy

At MPI, Dr. Sugarman 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. She also provided evaluation expertise to the Cultural Orientation Resource Center at CAL. 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.



Supplementary Funding in Canada and the United States

Dr. Julie Sugarman
Migration Policy Institute



Needs of Migrant-Background Students

- Conversational and academic proficiency in language of instruction
- Gaps in education due to experiences in country of origin or during migration or due to poverty
- Cultural and systems knowledge
- Physical or mental health issues that impede school success



Sources of School Funding

Country	Greatest share of funds originate from	Greatest share of funds disbursed by
Canada	Province/territory	Local school district
France	National government	National government
Germany	<i>Länder</i> (states)	<i>Länder</i>
United States	Localities	Local school district

Source: OECD



Funding Mechanisms – U.S.

- Federal: Supplementary, primarily for at-risk groups
- States: 46 of 50 have supplementary fund for ELs
 - Weighted formula
 - Categorical or reimbursement
- Identification
 - Two-step process
 - Home language survey
 - English proficiency tests (oral and written)
 - Same process identifies students as eligible for services and counts them for funding



Funding Mechanisms – Canada

- Strong provincial/territorial authority over education
- Localities have broad discretion over budgeting and administration
- Most provinces/territories use weighted formula
- Identification
 - Ontario – recent immigrant component (weighted by year), share of students in homes where language other than English or French spoken
 - Alberta and British Columbia – count of language learners plus supplement for refugees



Funding Issues

- Some states and provinces have a cap on the number of years a student is eligible
 - Controls costs, signals expectations
 - May be counterproductive if students require services for additional years
- Productive tension between flexibility and accountability
 - Funders want to ensure money used efficiently and for intended purpose; schools want to reduce administrative burden, budget according to local needs and capacity
 - Options of what to monitor: student counts, use of funds, program quality and outcomes



Example: California

- Local Control Funding Formula (LCFF)
 - Shift from categorical funds with specific allotments and guidelines to local control
 - Supplemental and concentration grants
 - Tie strategic goals to funded activities and outcomes
- Concerns
 - Local Control Accountability Plans lack specifics on how ELs served and whether services are improved
 - Variation in local interpretation of state guidelines



Presenter



Simon Morris-Lange

Deputy Head of
Research, Expert
Council of German
Foundations on
Integration and
Migration (SVR)

Simon Morris-Lange is the Deputy Head of the SVR's Research Unit. SVR is the Expert Council of German Foundations on Integration and Migration, which aims to provide research-based and actionable non-partisan policy advice on integration and migration in Germany and beyond.

Before joining the SVR, he served as an Analyst with Illuminate Consulting Group, a science and research consulting firm in the San Francisco Bay Area, and as Chief Operating Officer with iversity, a Berlin-based edutech company. He writes regularly on educational inequality, cross-border student mobility, and skilled migration.

Simon Morris-Lange earned B.A. in American studies and social sciences at the University of Bielefeld and a master's degree in public policy at the Hertie School of Governance. He also studied at the National University of Singapore and Indiana State University. .



Supplementary School Funding in France and Germany

Simon Morris-Lange | Deputy Head of Research
MPI Webinar | 22 June 2016

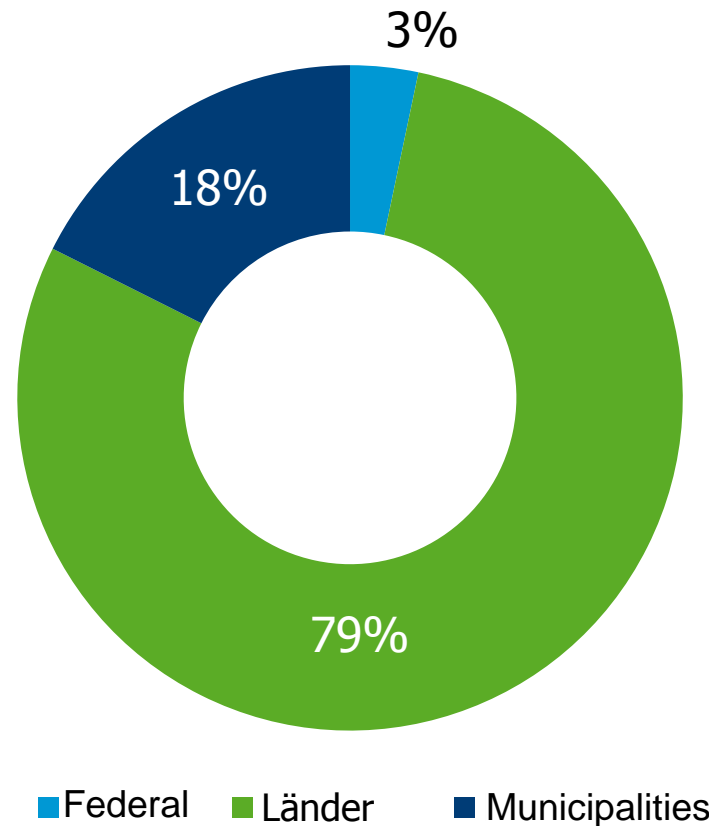
France: Priority education zones

- Since the 1980s, schools located in *zones d'éducation prioritaire* (ZEP) receive additional funds
- ZEPs are identified based on school and neighborhood data; some discretion of regional school administrators
- In the 80s and 90s, supplementary funds primarily invested in increasing teacher salaries, however without success
- Since 2015, supplementary funds must be used for (1) individualized instruction, (2) in-service teacher training, (3) parent-teacher collaboration



Aspects of ZEP can also be found in the German *Länder*

Germany: *Länder* provide the lion's share of school funding



Länder allocate their supplementary funds based on

1

**School-level
data**

**Neighborhood
data**

2

3

**Expert
judgments**

Type 1: School-level data

Berlin

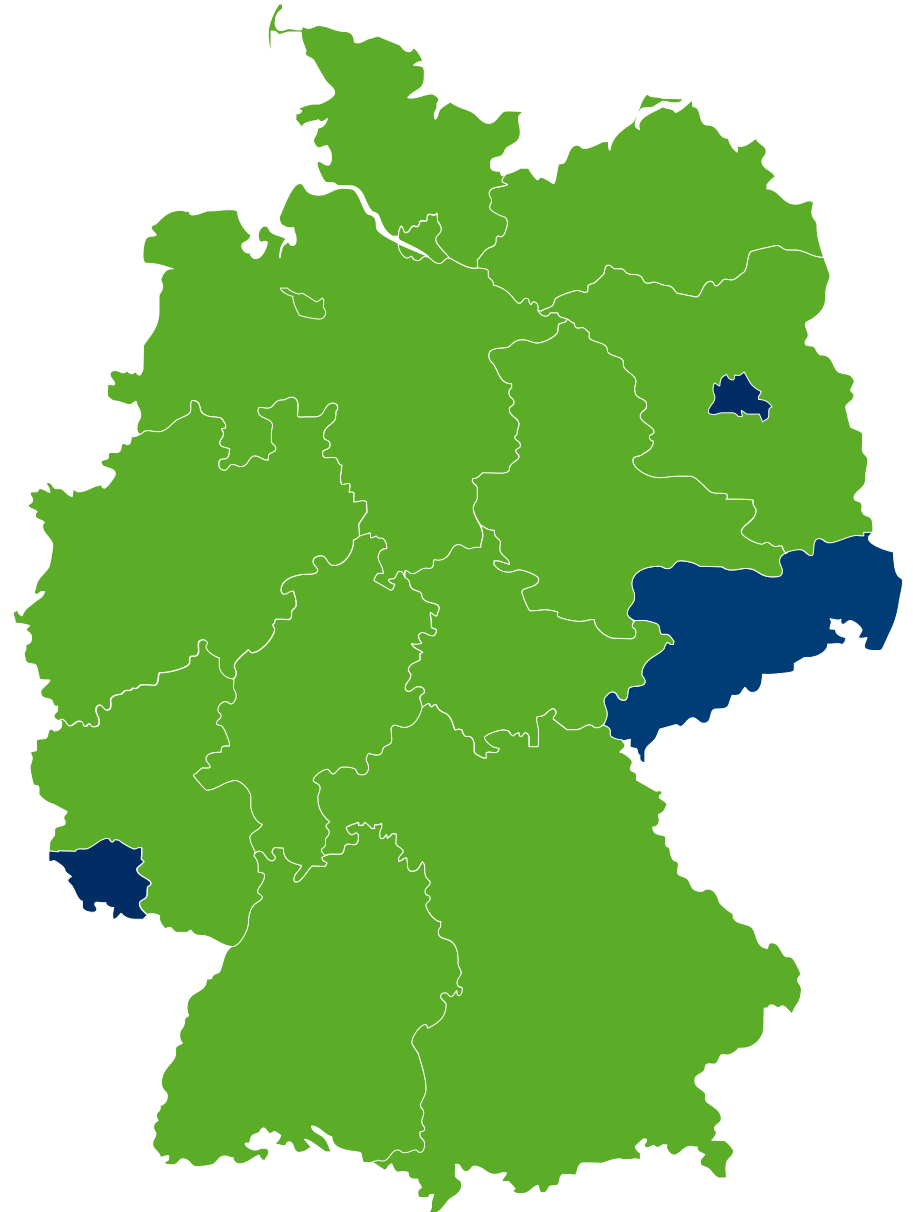
≥ 40% - rule

Saarland

Smaller classes once ≥ 4 students need language support

Saxony

+0.4 teaching hours for every newcomer in general education classrooms



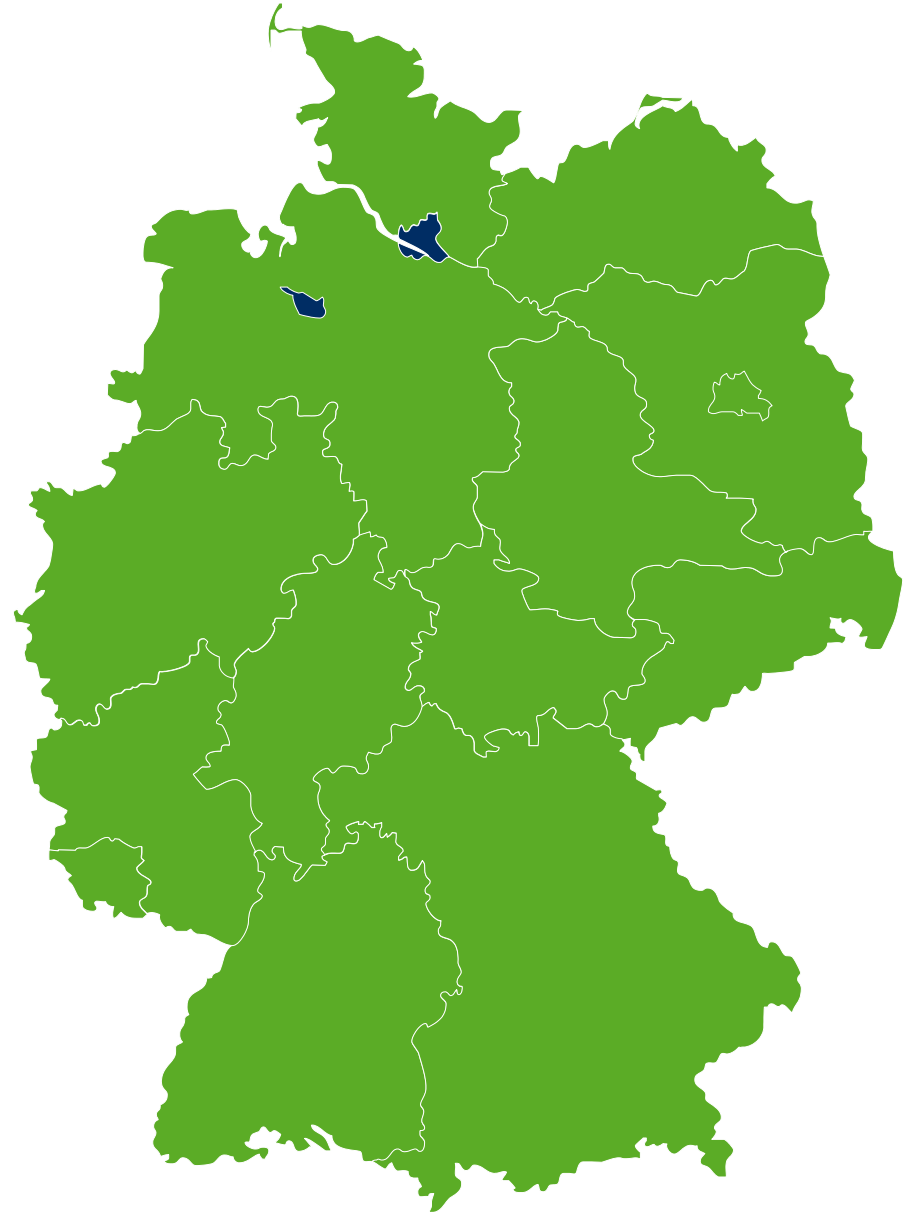
Type 2: Neighborhood data

Bremen

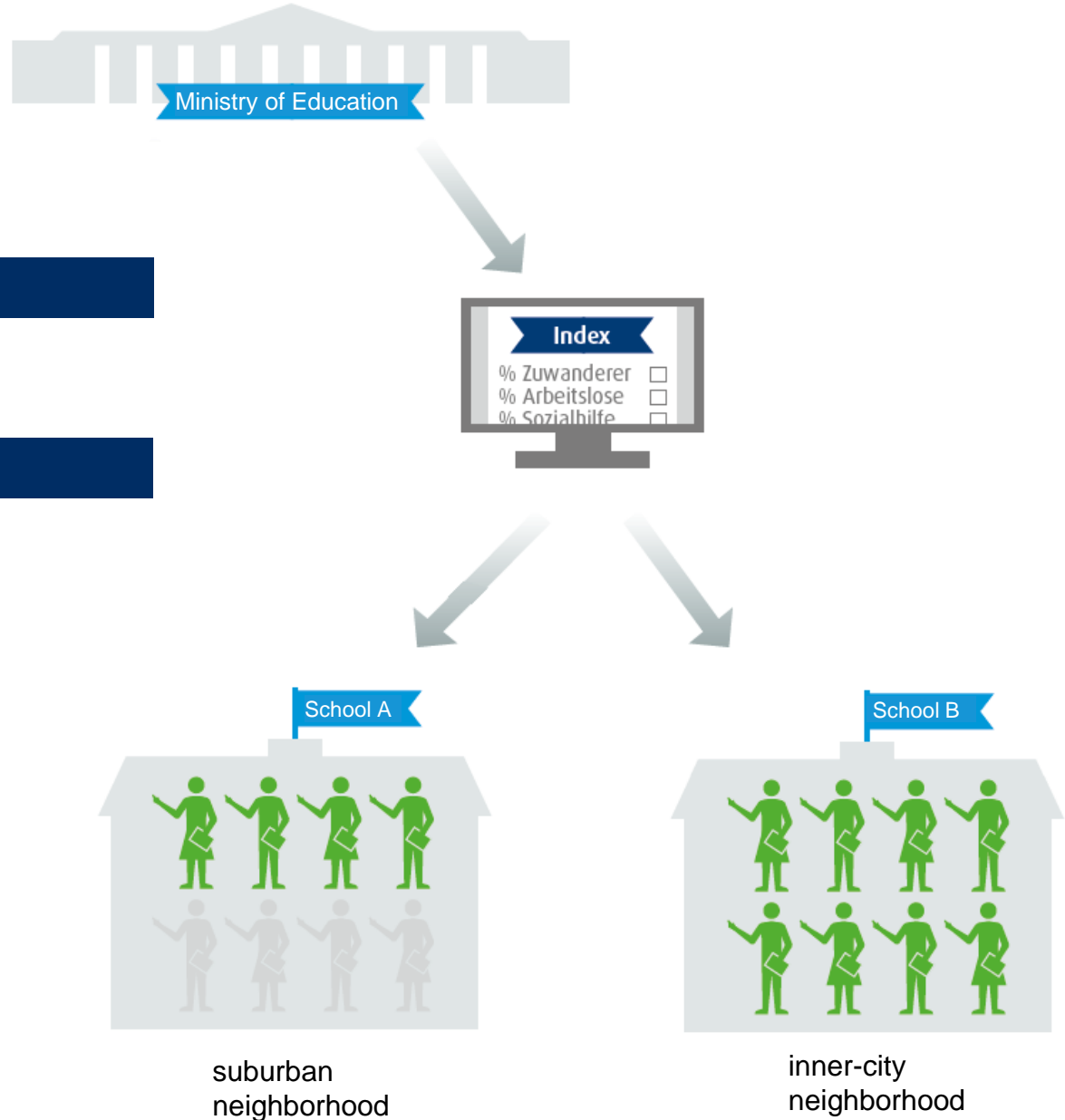
Social index

Hamburg

Social index



Type 2: Neighborhood data



Bremen

Social index

Hamburg

Social index

Type 3: Expert judgment by local school administrators

Baden-Wuerttemberg

Local school administration decides

Brandenburg

Local school administration decides

Mecklenburg-West Pomerania

Local school administration decides

Rhineland-Palatinate

Local school administration decides

Schleswig-Holstein

Local school administration decides

Thuringia

Local school administration decides



Type 3: Expert judgment by local school administrators

Baden-Wuerttemberg

Local school administration decides

Brandenburg

Local school administration decides

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Local school administration decides

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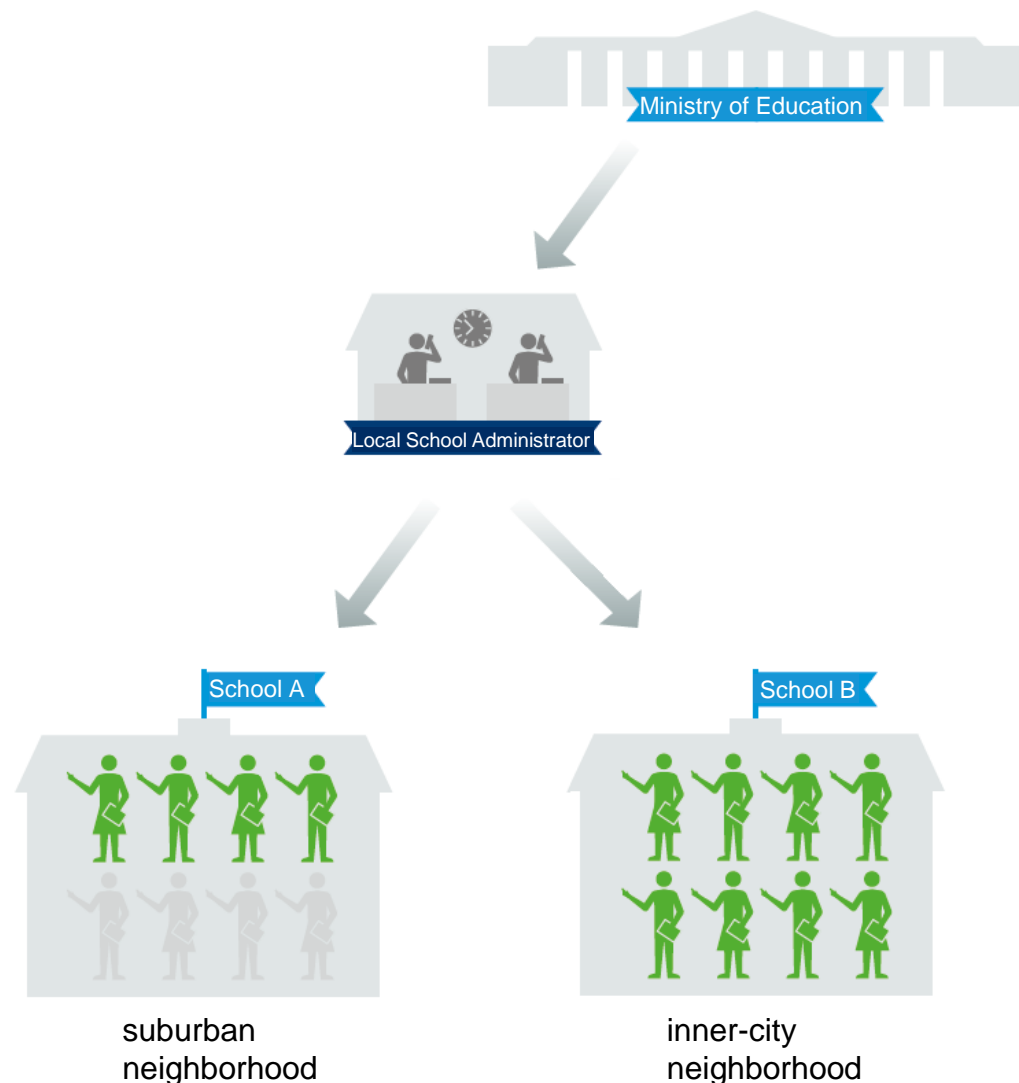
Local school administration decides

Schleswig-Holstein

Local school administration decides

Thuringia

Local school administration decides



Hybrid mechanisms

Bavaria

Type 1 + Type 3

Hesse

Type 2 + Type 3

Lower Saxony

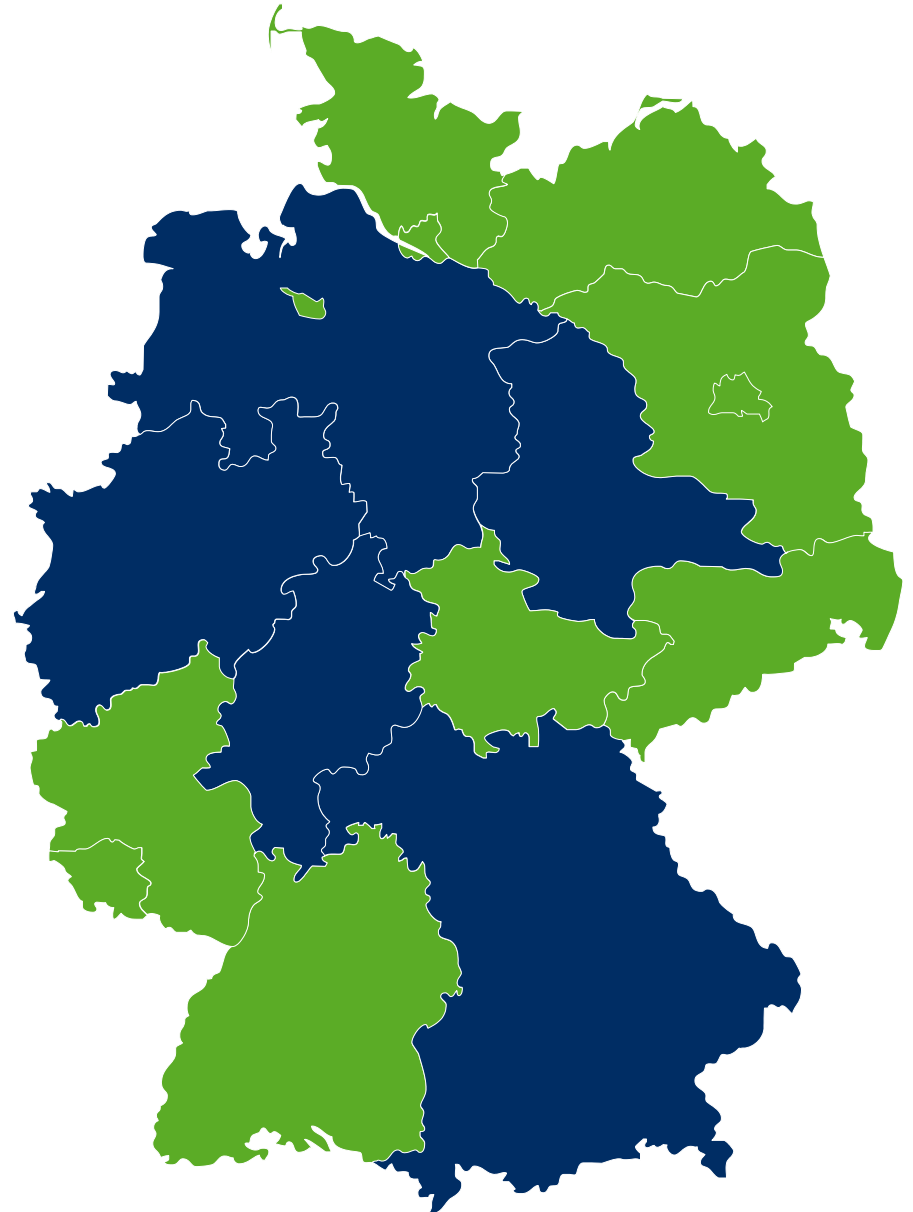
Type 1 + Type 3

North Rhine Westphalia

Type 2 + Type 3

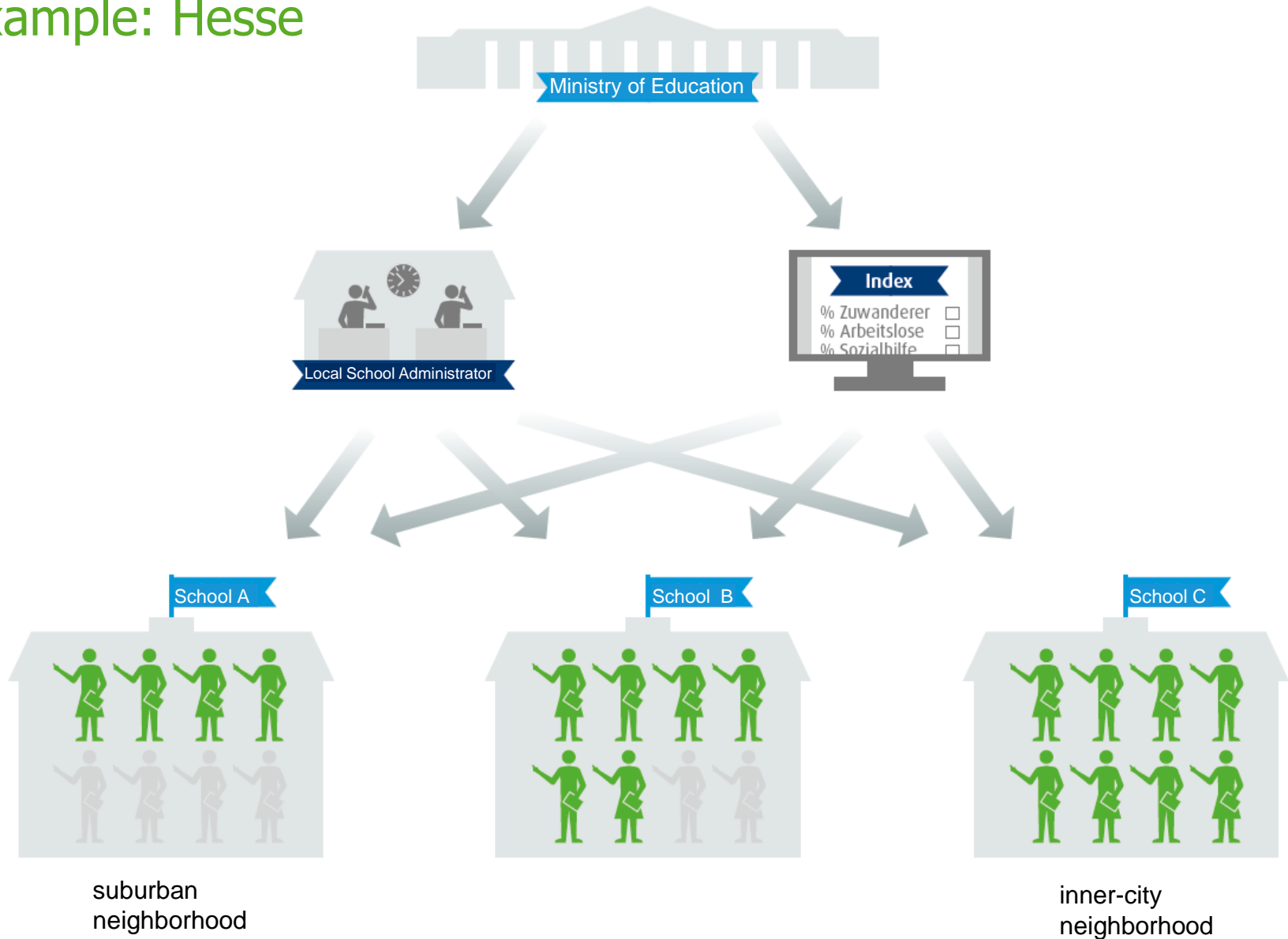
Saxony-Anhalt

Type 1 + Type 3



Social index + expert judgment

Example: Hesse



French and German experiences in a nutshell

- Local school administrators exercise their discretion
- Lack of school-level data
- Neighborhood data not detailed enough
- Amount of supplementary funds oftentimes quite low
- GER: No research on the effects of supplementary funding



Room for improvement!



Thank you for your attention.

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Presenter



Paula Markus
Program
Coordinator,
ESL/ELD, Toronto
District School
Board

Paula Markus is an ESL education professional with a wide range of experience in teaching adolescents and adults in Canada and abroad. For the past 14 years, she has been the Program Coordinator for ESL/ELD at the Toronto District School Board, which serves over 30,000 students who have arrived in Canada within the past five years.

Ms. Markus is a certified Ontario teacher and has worked as an ESL teacher, ESL Department head, and ESL Coordinator at the Etobicoke Board of Education. In addition to her work at the Toronto District School Board, she has experience in curriculum development and writing for the Ontario Ministry of Education and other organizations, and has been an instructor for ESL teachers at several Ontario universities

In 2002, she founded "Celebrating Linguistic Diversity", which is Canada's largest professional conference for teachers of English language learners.



Q & A

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Thank You For Joining Us!

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