

## **Disclosure Statement (Kirsten Slungaard Mumma)**

This disclosure statement is for the manuscript, “Immigrant integration in the United States: the role of adult English language training,” by Blake Heller and Kirsten Slungaard Mumma.

*Financial:* Financial support from the Center for Education Policy Research at Harvard University and the Program on Education Policy and Governance at Harvard University is gratefully acknowledged by both authors. The research reported here was supported in part by a training grant from the Institute of Education Sciences (R305B150010). Opinions expressed do not represent the views of the U.S. Department of Education

In addition, Kirsten Slungaard Mumma’s work on this research was supported by a grant from the American Educational Research Association which receives funds for its “AERA Grants Program” from the National Science Foundation under NSF award NSF-DRL #1749275. Opinions reflect those of the authors and do not necessarily reflect those AERA or NSF.

*IRB:* This study was approved by the Harvard University Institutional Review Board (IRB18-0521).

*Data Confidentiality:* Data used in this research were obtained from the Massachusetts Department of Elementary and Secondary Education (MA DESE) and the Framingham Public Schools (FPS). These data are propriety and include individual-data subject to FERPA, in addition to other sensitive information (e.g. earnings). In addition, some early data cleaning program files contain references to sensitive information (e.g. full names, dates of birth, references to specific student situations as noted in program records) that cannot be shared in full in a public repository. The Massachusetts Department of Elementary and Secondary Education and the Framingham Public Schools/Framingham Adult ESL+ program both had the right to review the manuscript prior to publication, per the terms of the data use agreements.