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Parent Motivation Regarding Dual Language Immersion Programs

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Parent Motivation Regarding Dual Language Immersion Programs

By
Bryan W. Taylor

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This dissertation was submitted by Bryan W. Taylor under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Abstract

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Some consider the current arrangement of public education to be counterproductive to change and improvement. There are those who call for more parental choice when it comes to education. One way to provide more choice is bilingual education, more specifically, dual language immersion.

This study sought to determine if dual language immersion programs are viable choice options. This study also investigated and analyzed motivating factors that led parents to enroll their children in dual language immersion programs.

This study involved 91 families from three elementary schools in three North Carolina school districts. Participants were surveyed to determine what factors motivated them to enroll their children in a dual language immersion program. The survey return rate for this study was 59%. Data collected from both English-speaking and Spanish-speaking parents indicated parents chose to enroll their children in dual language immersion programs for several reasons. The top five reasons parents chose to enroll their children in dual language immersion programs are (1) being able to speak, read, and/or write in multiple languages; (2) being more successful in a global economy; (3) being more comfortable relating to other people and other cultures; (4) having a stronger identity as a bilingual/bicultural individual; and (5) being more successful in school.

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Chapter 1: Introduction

"American students are stuck in a ditch while students from other parts of the world are moving ahead" (Klein, 2011, p. 4). Beliefs such as these still remain over 3 decades after A Nation at Risk, the groundbreaking report by the National Commission on Excellence in Education, warned of a "rising tide of mediocrity that threatens our very future as a Nation and a people" (Klein, 2011, p. 3). Unfortunately, these are not beliefs held by only a few people. Research suggests that many people believe public education is failing the youth of this country.

Studies suggest students within the United States continue to lag behind other developed countries on many measures of achievement. For example, students within the United States continue to fall near the bottom on international math tests; and according to American College Testing (ACT), 76% of high school graduates are not adequately prepared academically for first-year college courses (Klein, 2011).

Additional research suggests that for nearly half a century, American public education has been failing millions of children (Burke & Sheffield, 2011). Studies suggest that for decades, public education has faced stagnant graduation rates; languishing academic achievement levels; and a persistent achievement gap between White and minority students and low-income and upper-income students (Burke & Sheffield, 2011). According to the 2015 Schooling in America Survey, 60% of respondents felt negative about the current direction of K-12 education; 17% of respondents ranked education as the number one issue facing America today; and 17% of respondents gave public schools a grade of "D" or "F" (Berry, 2015,).

Over the years, studies have been conducted to measure the success or failure of public education in the United States. Student performance has been reviewed and

compared to that of other students from across the world. One such assessment is coordinated by the Organization for Economic Cooperation and Development (OECD), an organization made up of 34 countries from across the world. OECD coordinates the Program for International Student Assessment (PISA), a test that measures the performance of 15-year-old students in multiple areas. In 2012, the overall average math score for students in the United States was lower than the average of all other OECD countries.

Problem Statement

Some consider the current arrangement of public education a monopoly (Forster, 2013). As such, the perceived monopoly stunts any meaningful accountability and creates an environment where the urgent need for change cannot be a part of the culture. Some go on to suggest that when any institution has a captive client base, support for innovation vanishes. True reform requires people and organizations to do new and uncomfortable things. Worst of all, a monopoly pushes out educational entrepreneurs who could reinvent schools (Forster, 2013).

School choice can and has been defined many ways. Simply put, school choice is a reform movement focused on affording parents the right to choose which school their child attends based on their needs and desires (Editorial Projects in Education Research Center, 2004). True school choice does not restrict families to attend only schools within their attendance zones. Put another way, school choice seeks to create a marketplace of schooling options from which families can choose (McShane, 2015). School choice can be broken down into two categories, private school choice and public school choice.

As the name implies, private school choice allows parents to use government-funded vouchers or tax credits to send their children to private schools. Public school

choice can take many forms and gives parents the option of transferring or sending their children to schools of their choosing (Editorial Projects in Education Research Center, 2004).

School choice is a topic that has been studied and discussed for decades. The latest iteration of school choice was first seen in the 1960s and 1970s. Researchers and pollsters began seeking information regarding school choice as far back as the early 1970s (Carpenter, 2014). This early stage of the school choice movement was followed by a period of time in the 1980s and 1990s when choice proponents began to apply market strategies and the theory of economic efficiency to the idea of school choice (Carpenter, 2014).

Over time, the momentum related to school choice has only grown in intensity. School choice continues to be a hot-button topic within the United States. According to a poll conducted in early 2015, nearly 70% of Americans support school choice (Chavous & Beck, 2015).

Results taken from a 2014 study conducted by Beck Research Group stated that 54% of those surveyed believe giving parents more choices of schools will improve the education system; 65% of those surveyed believe choice and competition among schools improves education; and 62% of those surveyed believe major changes are needed in the way public schools are run (Chavous & Beck, 2015). Some studies suggest support for programs such as vouchers have increased from 56% in 2012 to as high as 63% in 2014 (Editorial Projects in Education Research Center, 2004). These results are similar to other findings over the last 10-15 years.

School choice comes in several different shapes and sizes and can take many forms. The most prevalent forms of choice include charter schools, vouchers, tax-credit

scholarships, and individual tax credits. Others include open enrollment, magnet schools, and education savings accounts (Carpenter, 2014). Options related to school choice can also take the form of new programs and instructional methods.

Currently, 42 states and the District of Columbia allow charter schools; 13 states allow voucher programs; 13 states operate tax-credit scholarship programs; and seven states allow individual tax-credit/deduction programs (Carpenter, 2014).

Proponents of school choice contend that school choice leads to positive outcomes for both private and public schools. Proponents of school choice also suggest that school choice programs create a vibrant marketplace which leads to better overall quality. "One of the prominent reasons for school choice among supporters is reforming public education through the introduction of market forces and competition" (Carpenter, 2014, p. 15).

Proponents of school choice suggest that giving parents the ability to match their children with the school of their choice (public or private) can dramatically improve both the future of students and communities (Aguirre, Sanchez, & Terry, 2008). "It appears that Milwaukee public schools are more attentive to the academic needs of students when those students have more opportunities to leave those schools" (Greene & Marsh, 2009, p. 10).

The Center for Education Reform (2003) suggested that competition from choice sparks widespread public school reform. Advocates of school choice also suggest that giving parents the ability to choose which school their child attends helps both those students who choose to leave and those students who choose to stay (Aguirre et al., 2008). According to proponents of school choice, these changes, in turn, lead to improved student achievement. Figlio and Hart (2014) suggested greater degrees of

competition are associated with greater improvements in student test scores. In a 2008 analysis of how EdChoice vouchers affected public schools in Ohio, Forster found positive effects from the EdChoice program in math and reading scores in multiple grade levels. These findings were replicated in Carr's (2011) study on the impact of Ohio's EdChoice program. In Carr's study, he showed that the voucher threat created by EdChoice programing was associated with an increase in the proficiency rates of public schools.

In 2013, The Friedman Foundation conducted an analysis of multiple studies related to school choice. Upon completion, the study found 11 of 12 empirical studies related to academic outcomes showed choice improved student outcomes; and 22 of 23 studies examined found choice improved public school performance (Forster, 2013). Those who support school choice also suggest that parents who utilize school choice are more satisfied with their children's education (Lips, 2008).

Opponents to school choice often question if all families are equipped to make informed decisions regarding their children's education and lament the potential issues these decisions may create. They question if some families have the ability and resources to research and determine what schools and programs are appropriate and effective. Some also worry that massive flight will be created by choice and lead to class inequality (Fuller, Elmore, & Orfield, 1996). Others suggest school choice programs divert much needed funding away from public education and may actually lead to the elimination of public education and create a system that does not address the needs of all students (Rawls, 2012).

The continued call for school choice has changed the landscape of traditional public schools. Traditional public schools now face challenges never faced before.

Traditional public schools now face things such as market forces and competition that drive school selection and school proliferation. Public schools are no longer the only option for parents. Therefore, public schools must work to maintain their market share (McShane, 2015).

Choosing a school or program is not easy. Parents must weigh many factors and navigate competing interests. For example, is the school safe; what do the test scores look like; does the school offer extracurricular activities; and if so, what type? Some parents take a close look at these and many other factors when deciding where to send their children. Research suggests that parents tend to follow a variation of Maslow's hierarchy of needs when determining what they want out of their child's school (McShane, 2015).

Research suggests that for years, parents did not believe they played an active role in the selection of a school or program (Stewart & Wolf, 2015). Stewart and Wolf (2015) suggested that families viewed themselves as passive participants, forced to take whatever the school offered them. Research also suggests that participating in a voucher program creates a sense of ownership among participating parents. "Participating in the voucher program helped convert families from clients to consumers" (Stewart & Wolf, 2015, p. 1).

The continued call for school choice has forced some traditional public schools to take stock of their offerings and consider programmatic changes to stem the tide of student loss (McShane, 2015). As previous research suggested, school competition has sparked public school reform across many areas of public schooling. Public schools have been forced to consider and be willing to implement new and innovative programs to maintain student enrollment and entice parents to choose traditional public education.

Schools are now competing for students and, in some instances, offering new options to students and parents (Stewart & Wolf, 2015).

In response to these changes, some traditional public schools have made the decision to implement new and innovative programs to retain and attract families to their respective schools. Some examples of innovative programs include Montessori programs, international baccalaureate programs, STEM programs, art-infused programs, dual language immersion programs, virtual learning programs, dual enrollment programs, coding programs, and gaming programs.

This study looked closely at one program that some public schools use to provide choice to parents, Dual Language Immersion. Dual language education programs are known by a variety of names. Some include bilingual immersion, dual language immersion, and two-way immersion (Lindholm-Leary, 2001). From this point forward, this study will use the term dual language immersion. Dual language immersion programs are forms of bilingual education that include native English-speaking students and native speakers of a foreign language in one classroom setting.

Dual language immersion programs were first introduced in Florida, Arizona, California, and New York. Dual language immersion programs integrate language minority and language majority students for academic instruction that is presented separately through two languages (Lindholm-Leary, 2001).

In dual language immersion programs, students are taught literacy and academic content in English and a partner language. The goals of dual language immersion programs are for students to develop high levels of language proficiency and literacy in both languages. Students who participate in dual language immersion programs for a period of 3-5 years show high levels of academic growth (Lindholm-Leary, 2001).

The potential impact of dual language immersion becomes more apparent when one considers statistics regarding Hispanic immigration to the United States over the last 10-20 years. In 2010, the United States Census Bureau reported 50.5 million people of Hispanic descent living in the United States (U.S. Census Bureau, 2010). Nearly 20% of all children between the ages of 5 and 17 were found not to speak English (Lindhom-Leary & Block, 2010).

As of 2011, the Hispanic population was the country's largest growing ethnic and racial minority (Ochoa, 2014). Between 1990 and 2011, there was a 117% increase in the number of United States residents who speak Spanish and are 5 years of age and older; 32% of these Spanish speakers were foreign born. Put another way, Spanish-speaking people make up 13% of the United States residents who are 5 years of age and older (Ochoa, 2014).

According to various statistics, more than 1,200 new immigrants come to the United States every day, with the majority of them being Spanish speakers (Petrzela, 2010). Statistics such as these can, and sometimes do, lead to defensive reactions from natural-born citizens. In some minds, bilingual education has been viewed as a threat throughout the history of the United States (Hempel, Dowling, Boardman, & Ellison, 2012).

Throughout the history of the United States, immigrants from countries all over the world have flocked to the United States. With each wave of new immigrants, some within the existing culture may fear that new immigrants may threaten their American culture, language, and traditions. In turn, this fear can lead to a desire to maintain schools as they have been, with English as the language of instruction (Hempel et al., 2012).

It is also important to keep in mind that in the United States and other highly

developed countries, one of five jobs is tied to international trade (Soderman & Oshio, 2008). Thus, not only do students need excellent skills in English, they need a good grasp of a foreign language in order to increase their chances of success.

This is particularly important in the state of North Carolina. In 1990, 76,726 (1.2%) North Carolina residents were identified as Hispanic. Twenty-two years later, the state's Hispanic population increased 11-fold. According to the American Community Survey, by 2012 there were 845,420 Hispanic individuals living in North Carolina.

This number represented 8.7% of the state's population (Tippett, 2014). This is even more amazing when you consider North Carolina's Hispanic population is relatively young. In 2012, children ages 5 to 9 comprised the largest group among the Hispanic population. Children ages 0 to 4 represented the second largest group. When you take into account these numbers, one of every four Hispanic people in North Carolina was under the age of 10 in 2012 (Tippett, 2014).

Purpose of Study

The overall purpose of this study was to determine if dual language immersion programs are viable choice options for public schools and if ongoing dual language immersion programs are successful in the eye of the consumer. More specifically, the purpose of this study was to investigate and analyze the reasons parents chose to enroll their child in a dual language immersion program. The study also sought to determine if there was a difference between the reasoning of English-speaking parents and Spanish-speaking parents and if parents of students within ongoing dual language immersion programs were satisfied with the program.

Research Questions

The study attempted to answer two research questions.

1. What factors motivate English-speaking parents to enroll their children in dual language immersion programs?

2. What factors motivate Spanish-speaking parents to enroll their children in dual language immersion programs?

Both questions sought to determine what led parents to enroll their children in a dual language immersion program through the use of quantitative and qualitative inquiry. Data were collected via surveys and interviews of randomly selected parents.

Importance of Study

While there is a large body of research related to dual language immersion and student achievement, there is not as much research related to why parents choose to participate in dual language immersion programs (Ochoa, 2014). Each of these questions provided important information that school districts can use to determine why parents choose to participate in dual language immersion programs and differences between English-speaking and Spanish-speaking parents.

The answers to each of the questions provided information that is essential to continued program evaluation and development and increasing the marketability of the program and school system in general. Information gained from this study will also be used to determine program effectiveness and to make any changes to enhance the program and improve communication. Knowing why parents choose dual language immersion programs can help both policymakers and school districts as they move forward with new programs. Given the large number of Hispanic students in North Carolina, this information could be beneficial to school districts across the state as they

struggle to meet the needs of all students.

Contextual Framework of Study

The study included parents of students at three elementary schools in three school systems in North Carolina. These school systems include a small rural district, a medium-sized rural district, and a large urban district. These districts were selected for multiple reasons. To begin, each of the districts selected has an established dual language immersion program with parents to survey and interview. Each district has expressed an interest to assess parent motivation and parent satisfaction. Each district is relatively close to the researcher, and together the districts provide a cross-section of various schools and programs.

Terms and Definitions

Dual language immersion. An instructional program that includes both native English-speaking students and native speakers of a foreign language in one classroom setting. Subject matter is taught in both languages with the frequency depending on the model of instruction. This can range from 90:10 to 50:50.

Bilingual education. An educational program in which students with little fluency in English are taught in both their native language and English.

Minority language. The native language of the smaller percentage of students in a dual language immersion classroom.

Majority language. The native language of the larger percentage of students in a dual language immersion class.

Native English speakers. Speakers whose first or primary language is English.

Native Spanish speakers. Speakers whose first or primary language is Spanish.

Biliterate. The ability to read and write proficiently in two languages.

Parent. The birth parent of a student who has the legal authority to make decisions on behalf of the student.

Guardian. An adult who has been given legal authority to make decisions on behalf of the student.

Montessori education. An educational program that focuses on the individual student and allows students to progress at their own pace.

International baccalaureate education. An educational program that focuses on a broad spectrum of subjects that lead to overall student development. Focuses on "how you learn" rather than "what you learn."

Virtual learning. An educational program that can be accessed via technology.

STEM. An educational curriculum revolving around science, technology, engineering, and math.

Arts-infused education. An educational program where arts (visual, vocal, theater, music) are integral parts of the teaching and learning process.

Dual enrollment education. An educational program that allows a student to be enrolled and participate in multiple programs simultaneously.

Phonology. Brand of linguistics concerned with systematic organization of sounds in languages.

Syntax. Arrangement of words and phrases to create well-formed sentences in language.

Morphology. The identification, analysis, and description of the structure of a given language's morphemes and other linguistic units.

Limited English proficient. A term used to identify students who are not proficient in English.

Maori. An Eastern Polynesian language spoken by the Maori people.

Quechan. A Native American language family spoken primarily in the Andes region of South America.

Bilingualism. The ability to speak two languages.

Biliteracy. Being literate in two languages.

ESL. English as a Second Language.

Subtractive. Constituting or involving subtracting.

Additive. Constituting or involving addition.

Chapter 2 presents a review of the literature currently available regarding bilingual education, models of bilingual instruction, and dual language immersion. Chapter 2 is broken down into sections that introduce the concept of bilingual education, the history of bilingual education in the United States, the benefits of bilingual education, various models of bilingual education instruction, dual language immersion, parental choice in language programs, and why parents choose to enroll their children in dual language immersion programs.

Chapter 3 presents and discusses the methodology related to this study. Chapter 3 presents specific information related to how this study was conducted, how results were measured, and what the researcher hoped to learn from the study.

Chapter 4 presents the results of this study. Results are broken down into categories related to questions answered by study participants during both the quantitative and qualitative portions of this study. Results are also separated into categories representing English-speaking parents and Spanish-speaking parents.

Chapter 5 presents the summary, conclusions, and recommendations of this study and contains an overview of the study, a review of the conceptual framework of the

study, and a summary of the findings as well as conclusions and recommendations associated with this study.

Chapter 2: Review of the Literature

Overview

This literature review introduces the concept of bilingual education, presents research related to language acquisition theory, presents the benefits of bilingual education, discusses the different models of bilingual instruction, presents research related to dual language immersion, and reviews research that discusses what motivates parents to enroll their children in dual language immersion programs. This review also presents information related to the different reasons that exist, if any, between English-speaking parents and Spanish-speaking parents as to why they choose to participate in dual language immersion programs and research related to parent satisfaction related to dual language immersion.

Introduction of Bilingual Education

In its simplest form, bilingual education refers to instruction in two languages (Solis, 2001). More specifically, bilingual education is a broad term that can be associated with many models of instruction (Hornberger, 2009). One of the enduring challenges of bilingual education is the many definitions that confuse practitioners, policymakers, parents, and the public (Hornberger, 2009). When discussing bilingual education, a person should be aware of the many forms and models associated with bilingual education and how this information can impact the conversation (Hornberger, 2009).

In order to better understand bilingual education and its potential impact, it is important to be familiar with the concept of second language acquisition and theories associated with language acquisition, especially the acquisition of a second language. Second language acquisition is different from learning a foreign language. Second

language acquisition of a nonnative language occurs in an environment in which the nonnative speaker has easy access to speakers of the language being taught (Baker & Baker, 2009). On the other hand, learning a foreign language refers to a person learning a nonnative language in an environment of one's native language (Baker & Baker, 2009).

According to Baker and Baker (2009), learning a first language occurs without a great deal of formal instruction. Children learn their first language through constant exposure to language-rich environments over a period of years. Over time, and through trial and error, a person learns their first or native language. This base of knowledge is expanded as children enter school (Baker & Baker, 2009).

Learning a second language usually depends on learning experiences in more restricted environments associated with the classroom or other formal setting (Baker & Baker, 2009). Acquiring any new language, be it first or second, means a person must learn five primary linguistic elements. These include phonology, syntax, morphology, semantics, and pragmatics (Baker & Baker, 2009).

There are multiple models and theories of how a person acquires a second language. Three of the most common models that attempt to explain second language acquisition are the Universal Grammar Model, the Competition Model, and the Monitor Model (Baker & Baker, 2009).

The Universal Grammar Model of language acquisition was first introduced by Noam Chomsky as a way to explain how humans acquire a second language (Cook & Newson, 2007). The Universal Grammar Model refers to a system of principles, conditions, and rules that are elements of all human languages. According to Chomsky, children are able to master the complex operations of language because of the presence of these principles, conditions, and rules (Cook & Newson, 2007).

The Competition Model of language acquisition is predicated on the interaction of three factors. These include the input, the learner, and the context (MacWhinney, 2002). The Competition Model is designed to quantify the ways in which various information, or input, affects the acquisition of language (MacWhinney, 2002). Basically, the Competition Model suggests that language comprehension is impacted by the detection of and interaction of a series of cues and how that information is processed (MacWhinney, 2002).

The Competition Model also recognizes the role of the learner in language acquisition. According to the Competition Model, when students participate in activities or skills related to language acquisition, the related brain activity leads to the development of connections that over time build a foundation of knowledge (MacWhinney, 2002). Finally, the Competition Model of language acquisition recognizes the role of contextual learning.

Stephen Krashen originally introduced the Monitor Model of language acquisition. Krashen (2013) believed there are no fundamental differences between the ways humans acquire first or second languages. Krashen also believed humans possess an innate ability to learn language. Krashen synthesized his ideas or theories of language acquisition into what is usually referred to as the Monitor Model. The Monitor Model of language acquisition is actually made up of five different hypotheses (Krashen, 2013). These include the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis (Krashen, 2013).

According to Krashen (2013), there are two ways of developing language ability, acquisition and learning. Krashen suggested acquisition is a subconscious process that

takes place through authentic usage in language rich environments.

The natural order hypothesis suggests that language acquisition takes place in a predictable order by all learners (Krashen, 2013). According to Krashen (2013), this order does not depend on the simplicity or complexity of certain features involved. According to the hypothesis, the natural order of learning cannot be influenced by features the person is not ready to learn (Krashen, 2013).

The monitor hypothesis is based on the idea that learners can monitor and self-correct output when necessary (Krashen, 2013). According to research, this hypothesis applies more to written expression than spoken language (Krashen, 2013).

The input hypothesis is based upon the idea of information acquisition. According to the input hypothesis, humans acquire language in one way only: humans learn language when they are exposed to input (spoken and written) that they understand (Krashen, 2013). The key factor to this hypothesis is the condition of comprehension. In order to gain knowledge, the learner must be able to comprehend the input (Krashen, 2013).

The final hypothesis within the Monitor Model of language acquisition is the affective filter hypothesis. According to this portion of the model, input will not result in language acquisition if the input is filtered out before it can reach the area of the brain that processes language acquisition (Krashen, 2013). Krashen (2013) suggested that there could be many reasons filtering takes place. A few examples include filtering may include anxiety or low motivation (Krashen, 2013).

Two additional models related to language acquisition are Separate Underlying Proficiency (SUP) Model and Common Underlying Proficiency (CUP) Model of language acquisition. These models were created by Cummins (2000) to distinguish two

different ways of thinking about language acquisition.

In the beginning, educators and researchers believed that people who learned a new language had two separate files in their brains, one for their native language and one for the new language. This belief served as the basis for the SUP Model (Cummins, 2000).

Early on, the SUP Model was used as a reason not to use bilingual education. This belief was based on the idea that language acquisition took place in separate areas of the brain and learning new languages used up brain capacity that actually minimized the capacity of each language (Cummins, 1991).

As time moved on, Cummins found little to no evidence that supported the SUP Model (Silver, 2011). This lack of evidence led Cummins to develop the CUP Model (Silver, 2011). Unlike the SUP Model, which was built on the idea that separate areas of the brain were used to learn new languages, the CUP Model proposed one area of the brain was used in language acquisition (Silver, 2011). Based on this new model, Cummins (1991) proposed that language skills learned in one language, such as reading, transferred to a second language. This was a huge moment in the history of bilingual education.

Bilingual education programs build on the theory that in order to develop high-level academic skills in a second language, the student must first receive carefully planned and sequenced instruction in both languages (Collier, 1995). Cummins (2000) stated first language acquisition constructs a foundation for second language acquisition. Bilingual and dual language education recognizes the importance of building on first language skills in learning the second language (Baker & Prys-Jones, 1998).

Bilingual education can, and has, been defined in many ways. Bilingual

education can be a complex topic dependent upon many variables such as the native language of the students in question, the language of instruction, and the goals of the program (Cazden & Snow, 1990). According to the United States Department of Education's Office of Bilingual Education and Minority Affairs (1974), the role of bilingual education is based on two knowledge-based principles.

1. All children are capable of engaging in complex thinking tasks.

2. Developing and maintaining the student's native language in no way interferes with English language acquisition. On the contrary, research over the last decade in bilingual classrooms with established models of instructional excellence indicates that the utilization of one's primary language enhances the acquisition of a second language.

The National Association for Bilingual Education defined bilingual education as the use of two languages in school (by teachers or students) for a variety of social and pedagogical purposes (Krashen, 1997). One definition widely used in literature defines bilingual education as instruction in two languages and the use of those languages as mediums of instruction for any part, or all, of the school curriculum (Cummins, 2003).

According to statistics, the bulk of bilingual education programs in the United States typically serve language-minority students. However, over the last several years, a trend has developed that suggests bilingual education programs are serving more students of all types (Solis, 2001).

The United States Congress in P.L. 95-561 (1980), which is known as the Bilingual Education Act, defined the term bilingual education as follows:

A program of instruction, designed for children of limited English proficiency in elementary of secondary schools, in which, with respect to the years of study to

which the program is applicable. . . . There is instruction given in, and study of, English, and, to the extent necessary to allow a child to achieve competence in the English language, the native language of the child of limited English proficiency, and such instruction is given with appreciation for the cultural heritage of such children, and other children in American society, and with respect to elementary and secondary school instruction, such instruction shall, to the extent necessary, be in all courses or subjects of study which will allow a child to progress effectively through the education system. (p. 4)

Research suggests that bilingual education continues to fuel debate at both the local and national level (Cromwell, 1998). Some believe the use of any language other than English in the United States creates divisiveness and leads to other societal issues. Opponents to bilingual education often appeal to national unity as the main reason to reject bilingual education (Roberts, 1995). Critics of bilingual education also advocate for the elimination of what they view as costly and ineffective multilingual policies that threaten the very existence of American culture (Cromwell, 1998).

Opponents to bilingual education state the general public is against bilingual education (Krashen, 1996). Additional research states bilingual education continues to receive criticism in the national media (Krashen, 1997). Finally, some opponents to bilingual education believe bilingual education programs have become more concerned with teaching the native language and maintaining the ethnic culture of the family than teaching students English (Porter, 1990).

At the same time, there is research that indicates the presence of support for bilingual education. McQuillian and Tse (1996) conducted an analysis of media opinion regarding bilingual education. McQuillian and Tse reviewed various types of print media

ranging from academic publications such as research journals to magazine and newspaper articles. After completing their analysis, McQuillian and Tse reported 82% of empirical studies and research articles reviewed supported bilingual education. Research also states there are people who believe the pursuit of any language is a personal right protected by the United States Constitution (Roberts, 1995).

Proponents of bilingual education believe the incorporation of students' native language into the instructional program will serve as a catalyst of academic growth. Proponents also believe strong promotion of students' language literacy skills develops a strong foundation for academic growth while at the same time communicates to students the value of their culture and linguistic heritage (Cummins, 1991).

It is estimated that between 60% and 75% of people in the world are bilingual, and bilingual education is a common education program throughout the world (Cazden & Snow, 1990). Some examples of bilingual education in other countries include programs in Canada, Israel, New Zealand, and Peru. In Canada, immersion programs are established to teach French (minority language) to students who speak English (majority language) (Cazden & Snow, 1990). Bilingual programs in Israel teach students both Arabic and Hebrew (Cazden & Snow, 1990).

Two examples of bilingual education from New Zealand and Peru demonstrate how bilingual education is used to restore and preserve the language of indigenous populations within each country (Hornberger, 2009). In New Zealand, schools utilize a form of bilingual education that incorporates Maori language and values in instruction. This utilization of the Maori language in instruction is viewed as a way for a society to preserve a culture and a language (Hornberger, 2009). A similar program exists in Peru where schools are using bilingual education to restore and preserve a particular form of

spoken language, Quechu (Hornberger, 2009).

History of Bilingual Education in America

Bilingual education has been a part of the American educational lexicon for many years. Long before European settlers colonized America, the North American continent was dotted with a wide array of indigenous languages and cultures (Ovando, 2003). It has been estimated that between 250 and 1,000 American Indian languages were being used when the first Europeans discovered America (Ovando, 2003).

Early descriptions of bilingual education portrayed a wide range of instructional models that were related to many factors such as the languages spoken in the community, the resources available to the school, and goals of those implementing the program (Solis, 2001).

Since the first colonists arrived on American shores, instruction has been provided in languages other than English (Cazden & Snow, 1990). Crawford (1995) noted that there were many German-speaking schools in Pennsylvania as early as the 1600s. America's long and rich history of immigration led to the need to develop and utilize bilingual education (Flood & Lapp, 1997). Many immigrants, especially European immigrants, started language schools for their native language or fought to have additional languages added to the public schools (Silver, 2011). By the mid-1800s there were schools throughout the country using German, Dutch, Czech, Spanish, Norwegian, French, and other languages to provide instruction to students (Cazden & Snow, 1990).

Despite the varied linguistic history, the founding fathers of the United States envisioned a country with a unified history, with unified traditions, and with a common language (Ovando, 2003). According to Ovando (2003), this vision was based on many things but primarily on the symbols brought by English settlers. Given the dominance of

Anglo-Saxon cultures at the beginning of the United States, one can see how early

inhabitants set the stage for the role of language and ethnic identity in the United States

(Ovando & McLaren, 2000).

This dominance of the English language and Anglo-Saxon traditions have masked

ignorance, indifference, and in some cases collective psychological repression.

Indigenous languages such as those of the American Indians, Mexicans, or Hawaiians did

not fare as well as time passed (Ovando, 2003).

The history of bilingual education in the United States can be broken down into

periods of time. The Permissive Period (1700s-1880s) represented a period of time that

was tolerant toward the use of multiple languages for instruction. Some examples

included German, Swedish, Norwegian, Danish, Polish, Italian, French, and Spanish

(Ovando, 2003).

The Restrictive Period (1880s-1960s) was noted for repressive language policies

that pushed for English-only instruction. For example, in 1906, Congress passed a law

requiring naturalized citizens to speak English (Ovando, 2003). Anti-bilingual sentiment

only grew stronger during World War I. These feelings led to the creation of many state

laws mandating English-only instruction. By 1923, 34 states mandated English-only

instruction in all public and private elementary schools (Ovando, 2003).

The race to space and other events late in the 1950s led Americans to become

more tolerant of foreign languages in the curriculum and more accepting of minority

languages in general (Baker, 2006). Soon after, quite a bit of legislation began to appear

regarding equity and civil rights. One such piece of legislation was Title VII of the

Elementary and Secondary Education Act. Title VII of the Elementary and Secondary

Act was originally introduced in 1967 (Stewner-Manzanares, 1988).

One year later, in 1968, Congress passed the Bilingual Education Act. The Bilingual Education Act provided funds to school districts in the form of competitive grants. While the Bilingual Education Act did not specifically require bilingual instruction, it did encourage instruction in a language other than English; it encouraged the use of as well as cultural awareness (Stewner-Manzanares, 1988).

The Bilingual Education Act has been amended four times. Changes were made in 1974, 1978, 1984, and 1988. One significant change that occurred in the amendment of 1974 was the definition of a bilingual education program. The Act defined a bilingual program as one that provided instruction in English and in the native language of the student to allow the student to progress effectively through the system (Stewner-Manzanares, 1988). The Bilingual Education Act of 1984 gave local school districts voice and flexibility in deciding how LEP students should be taught.

The Bilingual Education Act was quickly followed by the Bilingual Education Initiative of 1985. The Bilingual Education Initiative suggested school districts have the discretion to determine the extent of native language instruction required for special programs for LEP students, called for extensive parental involvement by requiring that parents or guardians be placed on advisory councils that were mandated for each school district, and required school districts to demonstrate local capacity building to continue special programs without federal funding (Stewner-Manzanares, 1988).

As the 1990s approached, the United States once again turned toward a more restrictive point of view regarding bilingual education. The Improving America's Schools Act of 1994 is a prime example of this change. This change led to the drastic reduction of federal funding for bilingual education programs which, in turn, had negative effects on areas such as the training of bilingual teachers and research related to

bilingual education (Baker, 2006).

Recent legislation continues to minimize the importance of bilingual education. For example, the No Child Left Behind Act of 2002 allowed the federal government to remove itself from any responsibility for English-learner students. According to Baker (2006), recent legislative action such as NCLB makes states, districts, and schools accountable for the performance of LEP students.

What Are the Benefits of Bilingual Education?

While there continues to be those who oppose bilingual education, recent research indicates the English-only instruction for English learners has failed to close the achievement gap for English learners (Li, 2007). Research suggests that bilingual education is grounded in common sense, experience, and research. Common sense suggests children will struggle with acquiring academic content if they do not understand the language of instruction. Experience documents students from minority-language backgrounds historically have higher dropout rates and lower achievement scores. Finally, there is research that suggests bilingual education improves academic and linguistic performance (Collier & Thomas, 2004).

Gandara (2015) suggested there are multiple advantages to bilingual education. Some include enhanced brain function, better focus and attention, increased short-term memory, and enhanced problem-solving skills. Gandara went on to suggest the advantages of bilingual education can be explained by the brain's greater flexibility and ability to exclude competing stimuli as a result of having to constantly distinguish between two or more languages. Gandara also suggested there are social benefits related to bilingual education as well.

Malarz (1998) lists the principles of second-language acquisition are as follows:

1. The student is an active party in acquiring language.

2. Languages are acquired, not taught; there is little adult "teaching" in learning language. No matter what we do it is the learner who determines whether or not the language is acquired.

3. Students construct their own rules in language acquisition.

4. There is individual variability: The process of language acquisition is similar for all individuals; however, the rate varies.

5. Language is best learned in a non-anxious environment.

6. A student has intuitive knowledge of language. Ability to use language often occurs before being able to verbalize it.

7. There should be no attempt to sequence language learning. The student abstracts rules from data around him.

8. The rooting of language is in the student's cognitive growth.

9. Language occurs when the environment is responsive to the student.

10. Environment should focus on meaning rather than form.

11. Language occurs when there is both linguistic and non-linguistic diversity.

12. Language learning occurs when there is interaction with the environment.

13. Language development is continuous.

14. The environment should be compatible with the student's own way of learning.

15. Language is language, not a collection of skills that can be separated and taught individually. It is acquired through active, meaning-oriented use. (p. 3)

There are multiple studies that document the benefits of bilingual education. One

of the most documented was a longitudinal study conducted by Collier and Thomas (2004). Their study found that students who received no schooling in their native language required 7-10 years to reach the age and grade-level norms of their English-speaking peers, while students who received instruction in both their native language and English not only reach but in some instances surpass their English-speaking peers after only 4-7 years (Collier & Thomas, 2004).

Krashen (1997) stated that young children need to be able to read to understand language, so allowing them to read in their native language promotes the advancement of their literacy skills and the ability to translate written and spoken English. Bilingual children also benefit from the ability to switch between languages, which promotes higher levels of abstract thought (Diaz, 1985).

Bilingual education can also have a positive impact on a student's future. Being bilingual can increase a student's likelihood of landing a good job in the future. According to Taulier (2014),

> The ability to speak a second language has become a valuable asset as our society becomes increasingly diverse in the 21st century. From schools and hospitals to banks and tech companies, organizations around the world are aware of this cultural diversity and often seek out potential candidates who can meet the challenges of tomorrow. (p. 1)

Bilingual Education Models of Instruction

Bilingual education is defined as "an education program offered in two languages" (Solis, 2001, p. 1). Bilingual education is also defined as a teaching approach that utilizes two languages for classroom instruction for the same core group of students (McGroarty, 2001).

Typically, bilingual education programs fall into one of two categories or types: transitional or maintenance (Solis, 2001). Transitional bilingual education, also known as early-exit bilingual education, uses the child's home or native language to teach content areas while transitioning the student into English-only instruction (McGroarty, 2001). Transitional bilingual education provides content area support in the native language while teaching the student English (Roberts, 1995).

Students in early-exit programs are taught in their native language until they know enough English to survive in the academic content areas without support of their native language (McGroarty, 2001). Transitional programs are viewed as a bridge for students, helping them move from their native language to English (Roberts, 1995).

The goals of transitional bilingual education are assimilationist in nature, due to the fact students are expected to assimilate to English while moving away from their native language (Roberts, 1995). Typically, transitional bilingual education programs are viewed as subtractive in nature because the student's native language is being removed (Roberts, 1995).

Three problems are associated with the use of transitional programs. First, they are considered to be remedial in nature since they used the native language to remedy deficiency in English (Diaz-Rico & Weed, 2002). Second, transitional programs rest on a misconception that academic proficiency in a second language can be learned in a short period of time (Ovando & Collier, 1998). Finally, transition to the regular or mainstream class is most often measured by the student's social language rather than academic language (Cummins, 2000).

Maintenance bilingual education programs differ from transitional programs in multiple ways (Roberts, 1995). While students who participate in maintenance programs

are transitioned into English content areas, they also receive instruction in their native language in core subjects such as language arts which allows them to become literate in their native language while learning English (Roberts, 1995).

The goal of maintenance bilingual education programs is to promote bilingualism and biliteracy (Roberts, 1995). Unlike transitional programs, maintenance programs are considered additive due to the fact students are learning a second language and not having to sacrifice their native language (Roberts, 1995).

Dual Language Immersion

The model of instruction this study focuses on is dual language immersion. Dual language education programs can be known by a variety of names. Some include bilingual immersion, dual language immersion, two-way immersion, two-way bilingual immersion, Spanish (or whatever second language is being used) immersion, and developmental bilingual education (Lindholm-Leary, 2000).

According to Lindholm-Leary (2000), dual language immersion education includes the following four components:

1. The program essentially involves instruction through two languages, where the target language is used for a significant portion of the students' instructional day.

2. The program involves periods of instruction during which only one language is used.

3. Both native English speakers and native speakers of the second language are participants.

4. The students are integrated for content instruction. (p. 13)

 Dual language immersion is a form of developmental bilingual education that

continues to grow in popularity (Crawford, 2004). Dual language immersion programs first appeared in the United States over 50 years ago. Dade County Public Schools was the first school district to implement a Spanish-English dual language immersion program in 1962 (Lindholm-Leary, 2000). According to the Center for Applied Linguistics (2012), as of 2012, there were 422 dual language immersion programs located in 31 states and the District of Columbia. Of those, over 80% were English-Spanish programs (Center for Applied Linguistics, 2012).

Dual language immersion programs have very different goals when compared to transitional programs. The main goal of dual language immersion is to attain high academic achievement through two languages (Parkes, 2008). Dual language immersion programs integrate language majority and language minority students for academic instruction (Lindholm-Leary, 2001).

Students in dual language immersion programs are taught literacy and academic content in both English and a partner language. One perceived advantage of dual language immersion is the fact both languages are treated with equal respect. Neither language is considered superior since biliteracy is the goal (Cloud, Genesee, & Hamayan, 2000).

Another advantage of dual language programs is the appeal they have to language majority parents who want their children to grow up learning a second language. Requests by English-speaking parents for foreign language classes at the elementary level have been growing in the past 10 years (Cloud et al., 2000).

Dual language immersion programs can be presented in either a 50/50 or 90/10 format. Students in the 50/50 model receive 50% of instruction in English and 50% of instruction in the partner language. Students in the 90/10 format receive instruction in

one language 90% of the time and in the partner language 10% of the time (Lindholm-Leary, 2001).

Typically, students are taught in a higher percentage of the second language in earlier grades. For example, kindergarten students receive 90% of instruction in the second language. As they move to the first grade this percentage drops from 90% to 80%. This trend will continue as students progress through grade levels until they reach the 50/50 threshold (Lindholm-Leary, 2004).

Research suggests that dual language immersion is an effective instructional technique. According to Lindholm-Leary (2000) "students who can enjoy an additive language to their first, whether they are language minority or language majority students, demonstrate higher levels of language proficiency, achievement, and self-concept" (p. 37).

Thomas and Collier (1997) conducted an extensive study regarding various instructional techniques that impact student achievement among language learners. Their study examined bilingual education programs across the United States and linked student achievement to various instructional methodologies to determine what factors most strongly affected academic success.

Thomas and Collier (1997) identified three predictors of academic success: (1) challenging academic instruction through the student's first language through at least age five, and challenging instruction in English for a portion of the school day; (2) instructional strategies used while teaching through two languages such as cooperative learning techniques, thematic units, and discovery learning; and (3) creating an additive bilingual setting in which the language learner experiences a supportive context for learning in two languages.

Collier and Thomas (2004) also conducted a study regarding dual language immersion in a large school district in Texas and determined students in two-way or dual language immersion programs outperformed students in transitional bilingual education programs on both English and Spanish reading tests.

Thomas and Collier (2002) went as far as to suggest dual language immersion is the only method of instruction for an English language learner that effectively closes the achievement gap. Thomas and Collier (2002) conducted a longitudinal study that examined over 210,000 minority language students for a period of 5 years. During the study, Thomas and Collier reviewed most every model of English learner education and found that the 90/10 dual language immersion model showed the greatest achievement gains of any type of bilingual program.

Other studies have made similar suggestions. Reyes (2014) analyzed test scores from the California Standards Test to determine if there were any differences in scores of students who participated in English-only instruction versus dual language immersion instruction.

After reviewing data from 2,500 K-8 students, Reyes (2014) found there was a significant difference in test scores in language arts between English learners who participated in dual language immersion and English learners who participated in a mainstream English program.

Marian, Shook, and Schroeder (2013) found similar results to those of Thomas and Collier (2002) when they reviewed data from 2,009 third-, fourth-, and fifth-grade public school students enrolled in the Chicago-land area. The researchers compared test scores in both reading and math of students enrolled in traditional educational programs to the scores of those students enrolled in dual language immersion programs.

Marian et al. (2013) discovered that two-way or dual language immersion education is beneficial for both minority and majority language elementary students. Marian et al. also reported students participating in dual language immersion programs exhibited reading and math advantages over their peers who did not participate in dual language education.

Finally, a study conducted by Lindholm-Leary and Borsato (2001) indicated that not only does dual language immersion have a positive impact on student achievement, it also has a positive impact on the attitudes of students who participate in the program. "Hispanic English learners who participated in two-way immersion programs believed that the two-way program kept them from dropping out of school" (Lindholm-Leary & Borsato, 2001, p. 5).

Thomas and Collier (2003) developed a list of nine tenants effective dual language immersion programs provide. These include

1. A minimum of six years of bilingual instruction.

2. A focus on the core academic curriculum rather than a watered-down version

3. High-quality language instruction in both languages, integrated into thematic units.

4. Separation of the languages for instruction (no translation and no repeated lessons in other language).

5. Use of the Non-English language for at least 50% of the instructional day and as much as 90% in early grades.

6. An additive (adding a new language at no cost of the native language) bilingual environment that has full support of school administrators, teachers, and parents.

7. Promotion of a positive interdependence among peers and between teachers and students.

8. High-quality instructional personnel, proficient in language instruction.

9. Active parent-school partnerships.

Howard, Sugarman, Christian, Lindholm-Leary, and Rogers (2007) also developed seven guiding principles for developing and implementing effective dual language immersion programs. The guiding principles are as follows:

1. Assessment and Accountability.

2. Curriculum.

3. Instruction.

4. Staff Quality and Professional Development.

5. Program Structure.

6. Family and Community.

7. Support and Resources.

One of the most important factors of standards-based reform is the presence of high expectations, high standards, and a way to measure student progress (Howard et al., 2007). Most research on effective schools, including bilingual programs, makes reference to the importance of assessment and accountability. Effective schools use assessment measures that are aligned with the school's vision and goals with appropriate curriculum and related standards (Lindholm-Leary & Molina, 2000). This is particularly important in effective dual language immersion programs. Dual language immersion programs require the use of multiple measures in both languages to assess student progress toward meeting bilingual and biliteracy goals along with the curricular and content-related goals (Howard et al., 2007).

Studies show that successful schools and programs have a curriculum that is clearly aligned with standards; and assessment is meaningful, academically challenging, and incorporated higher order thinking skills (Howard et al., 2007). Research on effective schools also suggests that successful outcomes result from an enriched instructional model closely aligned with a strong curriculum (Cloud et al., 2000). According to Garcia and Gopal (2003), a high-quality and enriching curriculum is critical to the success of dual language programs.

Numerous research studies have highlighted the role sound instruction plays in the academic success of students. This is particularly important when you consider English language learners and other high-risk students (Howard et al., 2007). Good instruction plays an even greater role in dual language immersion programs due to the presence of goals related to bilingualism, biliteracy, and multicultural competency along with integrating the needs of two different groups of students (Howard et al., 2007).

Teachers in language education programs, like those in regular classrooms, should possess high levels of knowledge regarding subject matter, curriculum and instruction, technology, instructional strategies, and assessment (Darling-Hammond, 1998). Research suggests that effective teachers in dual language immersion programs require additional characteristics or traits in order to be successful. Along with the traits listed above, effective teachers in dual language immersion programs need to be bilingual in both languages being used in the classroom and possess strong classroom management skills (Cloud et al., 2000).

Research also suggests the importance of high-quality professional development in the success of teachers in general but especially those in dual language immersion programs (Levine & Lezotte, 1995). Cloud et al. (2000) also suggested teachers in

bilingual programs need professional development in the second language in order to maximize teacher effectiveness. Effective teachers in dual language programs also receive professional development related to the social, emotional, and cultural development of their students (Howard et al., 2007).

Program structure also plays a vital role in the success of educational programs (Howard et al., 2007). Studies on effective schools consistently demonstrate high-quality programs exhibit certain traits and characteristics. Traits include the presence of a cohesive staff, a school-wide and shared vision, goals that are aligned with the vision and mission of the school, a commitment to high expectations, a strong focus on instruction, and a shared commitment to student success (Levine & Lezotte, 1995).

These traits are even more important to the success of dual language immersion programs. In addition to the traits listed above, dual language immersion programs need a clear commitment to a vision and mission focused on bilingualism, biliteracy, and multicultural competence (Levine & Lezotte, 1995).

Effective dual language immersion programs also have a structure that provides a safe and orderly environment that is respectful of all cultures, a structure that provides a warm and open environment for parents, and a strong cultural awareness (Howard et al., 2007). Effective dual language programs also have structures in place that provide effective leadership, oversight, and planning (Howard et al., 2007).

Another key feature of effective educational programs is the incorporation of parent and community involvement. According to research, when parents are involved with a school, they often develop a connection with the school and program that leads to a greater sense of efficacy (Cloud et al., 2000). Some examples of effective parent engagement opportunities include the incorporation of a variety of home/school

collaboration activities, the presence of a warm and welcoming environment, a strong sense of cultural awareness, hiring staff that reflect the student population, communication in multiple languages, and the presence of a parent liaison (Howard et al., 2007).

The final guiding principle of successful dual language immersion programs is support and resources. Research has demonstrated the role of support in successful programs (Howard et al., 2007). Support can take many shapes and forms. For example, support can come in the form of community support, or it can be support received from the principal, district administration, and/or the Board of Education (Levine & Lezotte, 1995). Support can also come in the form of financial resources such as special funding. Research suggests that support from the principal is essential to the success of any educational program (Darling-Hammond, 2000).

Parental Choice in Language Programs

"One of the most fundamental of all parental rights is the right of a parent to guide his or her child's education" (Russo, 2008 p. 287). According to a poll conducted in 2015, nearly 70% of all Americans support school choice (Chavous & Beck, 2015).

As mentioned in Chapter 1, school choice is a reform movement focused on affording parents the right to choose which school their child attends based on their needs and desires (Editorial Projects in Education Research Center, 2004). Research suggests one of the prominent reasons for school choice is reforming public education through the introduction of market forces and competition (Carpenter & Kaker, 2012). In a report issued in 2000, the Institute of Justice suggested that competition from choice sparks widespread public school reform. This reform, in turn, can lead to greater student and school success. Figlio and Hart (2014) suggest the presence of school choice policies

lead to greater student performance and better schools overall.

McShane (2015) views school choice as an education reform based on the idea of giving families more choices which, in turn, will create a marketplace of schooling options from which families can choose. The theory of parental choice suggests parental demand will drive a supply-side response, which will lead to new and better schools (McShane, 2015). This idea has played out in some cities across the country where initiatives are underway to reform public schools in order, among other reasons, to persuade families to remain or enroll in public schools (Billingham, 2015). Stewart and Wolf (2015) suggested families who participate in school choice programs move from a "clientist" point of view to one of a "consumer."

While there has been quite a bit of research on parental choice in education, there has been relatively little research regarding why parents specifically choose to participate in two-way or dual language immersion programs. Research does indicate parents, especially those of English-speaking students, are increasingly attracted to the dual language approach and dual language immersion programs (Coy & Litherland, 2000).

This can be attributed to multiple factors. For example, research has shown that English speakers in dual language immersion programs perform better academically than their monolingual peers, and learning a second language can have a positive impact on their future (Thomas & Collier, 2003).

Research also indicates parents who want to put their children into neighborhood schools and are looking for new and innovative programs that will provide enrichment opportunities for their children choose dual language immersion programs because they believe their children will be challenged academically and will benefit from being in the program (Cloud et al., 2000).

Shannon and Milian (2002) reviewed results from a 2000 survey conducted by Ron Unz in which 1,043 parental surveys were completed and returned. Eighty-three percent of those surveyed responded learning a second language was very important. Reasons for enrolling in a dual language program ranged from value and benefit of bilingualism (16.6%), combination of reasons (16.2%), future benefits (14.9%), importance of being bilingual/biliterate (14.7%) and others (Shannon & Milian, 2002).

Young and Tran (1999) surveyed 106 Vietnamese parents of the San Diego City Schools regarding their attitudes toward bilingual education. Of those surveyed, 93.1% believed being bilingual could lead to practical, career-related advantages; while 92.2% believed being bilingual could lead to higher cognitive development (Young & Tran, 1999).

Schmidt (2007) interviewed eight parents of students in a dual language immersion program in Lander, Iowa. Schmidt separated her findings into categories called material and nonmaterial findings. Schmidt indicated that parents believed their children received nonmaterial benefits such as increased character due to exposure to other cultures and diversity and their children would benefit socially. Parents also believed their children would receive greater educational opportunities by participating in dual language immersion, and learning a second language would provide their children with specific economic opportunities later in life that they might not otherwise have (Schmidt, 2007).

Doherty (2008) conducted a qualitative study in which she interviewed 12 parents of children enrolled in a dual language immersion program at Overlook Elementary School. According to Doherty, some parents chose the school first and then the program; while others chose to attend Overlook because of the dual language immersion program.

Specific reasons for choosing to participate in the dual language program included a more rigorous curriculum, lower levels of discipline in dual language classrooms, exposure to a second language at an early age, and greater opportunities in the future (Doherty, 2008).

Doherty (2008) also separated findings into categories based on the nationality of the parent being interviewed. Interestingly, there were differences as to why the parents chose to participate in the program. For example, English-speaking parents were more involved in the selection process and chose to participate because of a more demanding curriculum and the potential for future opportunities. On the other hand, Spanish-speaking parents tended to be less informed in the beginning and liked the fact dual language immersion would foster cultural heritage (Doherty, 2008).

Cloud et al. (2000) stated Spanish-speaking parents view the acquisition of a second language such as English critical for survival in the school and community environment, while English-speaking parents view learning a second language such as Spanish an advantage for their children. Silver (2011) surveyed 649 families with children enrolled in dual language immersion programs located in California. Results from the survey indicated parents chose to enroll their children in dual language immersion for three primary reasons: (1) being bilingual, (2) being more successful in school, and (3) being more competitive in the global economy.

Parkes (2008) surveyed over 700 families (both Spanish-speaking and English-speaking) who participated in dual language immersion programs in New Mexico to determine why they chose to participate in the program. Responses included (1) program was in their attendance area (58.7%), (2) chose to transfer to participate in the program (23.6%), (3) some other reason (5%), or (4) did not answer the question (12.7%). Parkes suggested that the large percentage of transfer students is an indication those parents

made the conscious decision to attend that school because of the dual language immersion program.

Parkes's (2008) study went even further and gave parents the opportunity to select from a set of seven responses as to why they chose the dual language immersion program. Results included (1) wanted children to be bilingual (93.6%), (2) wanted children to thrive in an international environment (63.1%), (3) wanted children to be comfortable relating to other cultures (60.7%), (5) wanted children to be able to relate to their heritage (50%), (6) wanted children to be with teachers who spoke their language (42.1%), and (7) had other reasons (6.1%).

Giacchino-Baker and Piller (2006) also investigated parents' motivation, support, attitude, and commitment to dual language immersion programs. Giacchino-Baker and Piller studied a dual language immersion program at an elementary school in San Bernardino, California, that included parents of students in kindergarten and first grade. Of 40 possible surveys, the researchers collected 30 (20 from kindergarten and 10 from first grade).

Giacchino-Baker and Piller's (2006) study looked at both Spanish-speaking and English-speaking parents. Parents answered both multiple-choice and open-ended questions related to their reasoning behind selecting a dual language program: family demographics, family origins, languages, and any other factors that influenced their decision to select a dual language immersion program (Giacchino-Baker & Piller, 2006).

Interestingly, there were differences between Spanish-speaking parents and English-speaking parents in some areas. One area was the manner in which parents received information regarding the program: 71.4% of Spanish-speaking parents received information and advice from other parents regarding enrolling their children in the

program, while only 15.4% of English-speaking parents relied on other parents to help make the decision (Giacchino-Baker & Piller, 2006).

When asked what motivated them to select the program, most parents (both Spanish-speaking and English-speaking) chose the same four. These included (1) their children's ability to speak multiple languages, (2) the ability to read and write in multiple languages, (3) the ability to get a better job, and (4) the importance of speaking multiple languages in the United States (Giacchino-Baker & Piller, 2006).

As mentioned earlier, there were differences as to why Spanish-speaking and English-speaking parents chose to participate in dual language immersion programs. Some additional areas of disagreement included 93.3% of Spanish-speaking parents felt being biliterate was important compared to 78.6% of English-speaking parents; 93.3% of Spanish-speaking parents felt being bilingual was very important when looking for a job, while 78.6% of English-speaking parents felt it was very important. Spanish-speaking parents also felt it was more important to preserve the home language (Giacchino-Baker & Piller, 2006).

Ramos (2007) conducted a similar study when he investigated parent views on bilingual education programs. Ramos surveyed 745 parents at a prekindergarten through Grade 5 public school located in a large urban district in South Florida. Of the 745 surveyed, 366 returned completed surveys (Ramos, 2007). Ramos utilized a parent survey taken from Linholm-Leary's (2001) book, *Dual Language Education.*

One question embedded within his research was related to parental motivation in choosing a dual language immersion program. Ramos (2007) allowed parents to pick the top three reasons for choosing to participate in a dual language immersion program. His results were then ranked from the highest to the lowest reason. Results were (1) a

stronger bilingual-bicultural identity (29.2%), (2) school and future employment advantages (21.9%), (3) the program being in their neighborhood (20.8%), ability to communicate with Spanish-speakers (12.8%), and a strong academic program (11.5) (Ramos, 2007).

Lindholm-Leary (2001) conducted a comprehensive study of dual language education programs at 18 schools. Lindholm-Leary reviewed the results of 1,043 surveys. As a part of her study, Lindholm-Leary examined why parents chose to participate in dual language programs. All parents reported the desire for their children to be bilingual and felt being bilingual would increase employment opportunities in the future. Spanish-speaking parents chose to participate to give their children the ability to be better prepared for future educational and professional opportunities as well as maintaining cultural heritage in the home.

Craig (1995) reported similar findings in her review of parent motivation for enrolling their children in the dual language immersion program at Francis Scott Key Elementary School. Craig reported that English-speaking parents gave three major reasons for enrolling their children in the program: positive exposure to cultural diversity, early second language acquisition, and future job opportunities. Spanish-speaking parents listed the desire to maintain Spanish in the home and maintaining cultural awareness as prime factors for enrolling. Both English-speaking and Spanish-speaking parents believed second language instruction would benefit their children academically and would give their children an economic advantage in the future (Craig, 1995).

Craig (1996) also conducted a case study at a large urban school that operated a two-way immersion program. Craig found both English-speaking and Spanish-speaking parents viewed two-way immersion favorably. English-speaking parents cited the

acquisition of a second language, cultural awareness, and better job opportunities as reasons for enrolling in the program. Spanish-speaking parents cited maintaining language and cultural heritage, the importance of speaking English in American society, and better job opportunities as reasons for enrolling in the program (Craig, 1996).

Another study was conducted by Worthy and Rodriguez-Galindo (2006) in which 16 Latino immigrant parents were interviewed to determine why they chose to participate in a dual language immersion program. The majority of the parents interviewed believed knowledge of English was a visible and audible demonstration of learning and an integral part of advancement in the United States. Most parents interviewed also believed learning English would help their children do better in school and get a better job (Worthy & Rodriguez-Galindo, 2006).

There have also been a few international studies regarding parent motivation and bilingual programs. One such study was conducted in Oman, a country located in southern Arabia. Tekin (2014) conducted a qualitative study of parental beliefs associated with early English as Foreign Language (EFL) learning. The study included parents of early elementary students enrolled at the Child Care Center at Qaboos University. The program included 18 students, but only parents of 11 responded to the survey. Participants of the study indicated several reasons they wanted their children to participate in a bilingual program. Reasons included

1. Parents believed learning a second language would increase their child's ability to relate to the world.

2. Would allow their children to better communicate with the others around the world.

3. Would help their child's future education.

4. Would contribute to their future career.

5. Improve better perceptual skills.

6. Improve self-confidence.

7. Perform better in modern science.

In Chapter 3, the researcher describes and discusses the methodology used in this study to investigate the reasons parents decided to enroll their children in dual language immersion programs.

Chapter 3: Methodology

Introduction

The purpose of this study was to investigate and analyze what factors motivate parents to enroll their children in dual language immersion programs. As presented in the literature review, dual language immersion is one of the few programs, if not the only one, that produces significant results related to student achievement and closing the achievement gap for English language learners (Giacchino-Baker & Piller, 2006; Hayes, Rueda, & Chilton, 2009; Thomas & Collier, 2002).

The potential impact of dual language immersion grows with each passing year. Petrzela (2010) estimated more than 1,200 new immigrants come to the United States every day, with the majority of those being Spanish speakers. The United States Census Bureau (2010) reported 50.5 million people of Hispanic descent living in the United States. At that time, it was reported that almost 20% of all children between the ages of 5 and 17 were found not to speak English (Lindholm-Leary & Block, 2010).

According to Ochoa (2014), between 1990 and 2011, there was a 117% increase in the number of United States residents who spoke Spanish. Ochoa also indicated that Spanish-speaking people made up 13% of United States residents who were 5 years of age and older.

According to statistics, North Carolina has one of the largest growing Hispanic populations in the United States. Tippett (2014) reported that as of 2012, there were 845,420 residents of Hispanic descent living in North Carolina. That number represents an increase of 768,694 residents between 1990 and 2012 (Tippett, 2014). This becomes even more important to school districts across North Carolina when one considers that as of 2012, children ages 5 to 9 comprised the largest group among the Hispanic population.

Children ages 0 to 4 represented the second largest group. In other words, as of 2012, one of every four Hispanic people living in North Carolina was under the age of 10 (Tippett, 2014). Statistics such as these could have a significant impact on school districts across North Carolina.

Based on information and research such as that provided above, determining why parents enroll their children in dual language immersion programs will be useful information to schools and school districts that are interested in establishing and maintaining a dual language immersion program.

Nature of the Study

This study was based on a nonexperimental mixed-methods design. Creswell (2014) defined mixed-methods research as "an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks" (p. 4). Creswell (2014) further suggested that mixed-methods research is based on the core assumption that combining both qualitative and quantitative approaches will yield a more complete understanding of the research problem.

The survey portion of the study represents the quantitative portion of the study. Descriptive statistics were used to analyze survey results that are considered quantifiable information. The researcher used frequency analysis to interpret data.

A qualitative design was required due to the use of interviews. McMillian and Schumacher (2011) recommended the use of a qualitative design when measuring perceptions. McMillian and Schumacher (2011) further stated qualitative inquiry should be used when a researcher wants to present data "through authentic and representative remarks of the participants" rather than of the researcher (p. 36). Constant comparative

methods were used to establish categories of information collected during the qualitative portion of the study and to analyze qualitative information.

A survey was presented to parents of students in dual language immersion programs in three different schools in three different North Carolina school districts. The survey was available in both English and Spanish. The survey polled parents as to the motivating factors for enrolling their children in a dual language immersion program and regarding their level of satisfaction related to dual language immersion.

A survey was selected as the method of data collection because of two distinct advantages it has over other methods of data collection: the lower cost and time involved in collecting data (Babbie, 1990). While collecting data related to motivational factors such as attitudes, beliefs, and behaviors, a survey also allowed the researcher to collect additional information related to background and possible cultural differences.

Data were collected within a window of time, rather than longitudinally. Surveys were disseminated in early January 2016 with a 1-week turnaround expected.

After survey data were interpreted, a cross-section of parents from each school was randomly selected to participate in a follow-up interview. The purpose of the interview was to provide parents an opportunity to expand or elaborate on any answers they provided in the survey and to determine if results from the survey were supported by responses in the interview.

Participants were randomly selected through the technique of simple randomization. Names of all parents who agreed to participate in the study were assigned numbers, and the numbers were entered into a random sampling computer program. The program then selected four (two English-speaking and two Spanish-speaking) parents from each school to participate in the interview portion of the study. The interview

included both short-answer and open-ended questions and was conducted by the researcher.

Selection of Sample

Researchers utilize sampling to make limited generalizations about large populations. This is accomplished by investigating smaller groups or samples. Gall, Gall, and Borg (2007) stated, "sampling refers to the process of selecting a sample from a defined population with the intent that the sample accurately represents that population" (p. 166).

This study's target population included parents in three North Carolina school districts who currently had students participating in dual language immersion programs. The school districts included in the study varied in student population from 1,650 to 54,000.

The first district to be included in the study (District A) is a small rural school district located in northwest North Carolina. District A serves approximately 1,650 students in Grades Prekindergarten through 12. The subject classroom is a dual language immersion program located at Southern Primary School (pseudonym). Southern Primary School serves approximately 400 students in Grades Prekindergarten through 2. All parents of students in the dual language immersion program at Southern Primary School were surveyed, while a random sample was interviewed. The dual language immersion program at Southern Primary School serves 26 students.

The second district to be included in the study (District B) is a medium-sized rural school district located in central North Carolina. District B serves approximately 14,000 students in Grades Prekindergarten through 12. Parents of students in the dual language immersion program at Carolina Elementary School (pseudonym) were surveyed and

interviewed. Carolina Elementary School serves approximately 550 students in Grades Prekindergarten through 5. All parents of students in the dual language program at Carolina Elementary School were surveyed, while a random sample was interviewed. The dual language immersion program at Carolina Elementary School serves 19 students.

The third and final school district included in the study (District C) is a large urban district located in the piedmont/triad region of North Carolina. District C serves approximately 54,000 students in Grades Prekindergarten through 12. Parents of students in the dual language immersion program at Main Elementary School (pseudonym) were surveyed and interviewed. Main Elementary School serves approximately 500 students in Grades Prekindergarten through 5. All parents of students in the dual language program at Main Elementary School were surveyed, while a random sample was interviewed. The dual language immersion program at Main Elementary School serves 46 students. When combined, the total number of possible surveys was 91.

The researcher selected these three schools and school districts for multiple reasons. First, each school district selected had an established dual language immersion program with parents to survey and interview. Second, each school district was relatively close in proximity to the researcher. Third, the sample was selected to provide a cross-section of various schools and various programs. The sample represents parents from a small rural school district, a medium rural school district, and a large urban school district.

Prior to conducting any research, the researcher sought permission from both district-level administration and school-based administration in each school district and at each school. The researcher also explained in detail the purpose of the study and what the researcher hoped to learn from the study. The researcher also explained to each

district and each school the potential benefits of the research. The researcher anticipated each school district being cooperative and supportive of the research. The researcher did not anticipate any issues related to identifying all parents involved with the study, nor did the researcher anticipate any problems associated with the distribution of any materials related to and associated with the study.

Patten (2009) stated, "a researcher can select an unbiased sample by giving every member of a population an equal chance of being included in the sample" (p. 45). The researcher's sample is an unbiased random sample from the selected population. All families in the three schools participating who have a child in the dual language immersion class selected were asked to complete a survey. This number represents a total of 91 potential participants. Four parents from each school were randomly selected to participate in an interview.

The surveys were distributed along with a letter explaining the purpose of the survey and related details to all parents of students in the dual language immersion classrooms selected. Each survey was assigned a random number when it was returned. Copies of the cover letter (Appendix A English version and Appendix C Spanish version) as well as copies of the surveys (Appendix B English version and Appendix D Spanish version) are included in the appendices for review.

Instrumentation

The survey that was used in this study is an adaptation of a survey originally created by Dr. Jay Parkes, professor of educational psychology at the University of New Mexico, Albuquerque. The survey that served as a model for the survey in this study was originally used in Parkes's (2008) study. Parkes's study involved 700 families in New Mexico who had children enrolled in dual language immersion programs. The researcher

communicated with Dr. Parkes and secured permission to use his survey in any capacity.

In order to use a previously developed survey, the researcher established validity and reliability of scores obtained from past use of the survey (Creswell, 2009). Creswell (2009) stated that a valid score indicates the researcher is able to "draw meaningful and useful inferences from scores on the instruments" (p. 149). To establish reliability, a researcher looks for consistency in the instrument and in the administration of the survey itself (Creswell, 2009). Validity can be broken down into three categories: content validity, predictive validity, and construct validity.

Gall et al. (2007) defined content validity as "the extent to which the items in a test represent the domain of content that the test is designed to measure" (p. 636); predictive validity as "the extent to which test scores either predict or are related to scores on another measure in a manner that is consistent with the nature of the other measure" (p. 651); and construct validity as "the extent to which a measure used in a case study correctly operationalizes the concepts being studied" (p. 636).

To that effect, during his study in 2008, Parkes sent out 1,908 surveys with 876 being returned. However, only 724 of the 876 that were returned included the consent form that allowed them to be used in the study. Due to that fact, his return rate for the study was approximately 40% (Parkes, 2008).

The survey used included multiple types of questions. For example, the survey included general demographic questions such as parental gender, age, language spoken, and level of education. It also contained various multiple-choice questions related to why the parent chose to enroll their child in the dual language immersion program. There were also areas where parents could add or expand upon answers not provided as choices. There were also questions regarding current level of satisfaction with the dual language

immersion program.

The survey was part of a packet of information that included a cover letter describing the rationale of the study and how the results would be used and instructions for completing and returning the survey. The packet also contained a permission form that had to be completed, signed, and returned before the survey could be included in the results.

Multiple scales were used to score the survey. For example, a Likert scale was used when the question required some level of agreement or disagreement, and an attitude scale was used to determine a parent's attitude regarding a particular item. Other items were simple multiple-choice and/or open-ended responses.

Data Collection Procedures

Data collection began by distributing the survey instrument. Surveys were copied in both English and Spanish, and the researcher created packets in preparation for distribution. Each survey was numbered in order to determine the origin of the survey. For example, surveys from Southern Primary School were numbered 1 with a corresponding dash and number such as 1–1. This indicated this was survey number one from Southern Primary School.

Pending approval, surveys were distributed early in January and had an expected turnaround of 1 week. Once survey data were analyzed, interviews were scheduled and conducted.

Creswell (2009) suggested a few follow-up activities to ensure maximum participation after surveys and related information are disseminated. These included (1) a short letter being sent to all participants to remind them of the survey and the reasoning behind the survey, (2) the actual survey being sent out again if needed, (3) a postcard

being mailed out as a reminder to complete the survey, and (4) a personal letter being sent to all participants who did not return the survey.

Data Analysis Procedures

Creswell (2009) suggested six steps to follow when analyzing data collected via surveys:

1. Determining the number of surveys that were completed and returned by parents and the number of surveys that were not completed and returned.

2. Checking for response bias, which can occur if those respondents who did not complete the survey had completed the survey and their responses would have significantly impacted the overall results.

3. Create a plan to provide descriptive analysis through avenues such as means, standard deviations, and range of scores.

4. Identify statistical procedures if one is employing an instrument with scales in the study.

5. Identify the statistics and statistical program that will be used to test the variables or compare groups in terms of variables so that inferences can be made.

6. Present the results in table form accompanied by a descriptive narrative. (pp. 162-163)

Chapter 4: Results

Some consider the current arrangement of public education a monopoly (Forster, 2013). As such, the perceived monopoly stunts any meaningful accountability and creates an environment where the urgent need for change cannot be a part of the culture. Some go on to suggest when any institution has a captive client base, support for innovation vanishes. True reform requires people and organizations to do new and uncomfortable things. Worst of all, a monopoly pushes out educational entrepreneurs who could reinvent schools (Forster, 2013).

School choice can and has been defined many ways. Simply put, school choice is a reform movement focused on affording parents the right to choose which school their child attends based on their needs and desires (Editorial Projects in Education Research Center, 2004). True school choice does not restrict families to attend only schools within their attendance zones. Put another way, school choice seeks to create a marketplace of schooling options that families can choose from (McShane, 2015).

This study looked closely at one program that some schools use to provide choice to parents, Dual Language Immersion. The purpose of this study was to investigate and analyze what factors motivate parents to enroll their children in dual language immersion programs. The study also sought to determine if there is a difference between the reasoning of English-speaking and Spanish-speaking parents and if parents of students within ongoing dual language immersion programs are satisfied with the program.

This study sought to answer two research questions.

1. What factors motivate English-speaking parents to enroll their children in dual language immersion programs?

2. What factors motivate Spanish speaking-parents to enroll their children in

dual language immersion programs?

Chapter 4 reports results associated with a mixed-methods approach to finding the answers to the questions listed above. The researcher utilized both survey results and answers from a follow-up interview to draw conclusions related to the research questions. All participants who agreed to participate in the study completed and returned a survey consisting of 15 questions. Following the completion of the survey, four (two English-speaking and two Spanish-speaking) parents were randomly selected from each school to take part in a five-question interview.

Chapter 4 reports the results of a survey administered to parents in four dual language immersion classrooms in three North Carolina school districts. A total of 91 families had the opportunity to participate in the study. The survey instrument used in this study consisted of 15 questions. The survey contained both multiple-choice and open-ended questions. Surveys were hand delivered to each subject school and were sent home with all students in each classroom.

The qualitative portion of this study was addressed through the use of interviews. Once the researcher received returned surveys and letters of consent to participate in the study, he placed those names into a random sampling program and asked the program to randomly select two English-speaking and two Spanish-speaking parents from each school to participate in a follow-up interview. The researcher conducted the English-speaking interviews, while an interpreter assisted with the Spanish-speaking interviews.

For authenticity and comparison, answers taken from the interview portion of this study are interwoven into the findings of each corresponding survey question. The interview portion of this study consisted of five questions. The interview questions were

1. Why did you choose to enroll your child in a dual language immersion

program?

2. Do you think your child will benefit from being in a dual language immersion

program? If so, how?

3. Did you choose to attend this school because of the dual language immersion

program?

4. What is your overall impression of the dual language immersion program?

5. Are you satisfied with the dual language immersion program? If so, why?

Prior to surveys being sent home with students, the researcher met with the

principal and teacher of each classroom to review the purpose of the study and logistics

related to conducting the research. Each student received a three-page packet containing

a cover letter that introduced the researcher and presented information related to the study

and provided a consent form at the bottom of the letter. Each packet also contained a

two-page survey in either English or Spanish.

Of the 91 surveys sent home with students, 54 (59%) were returned.

Table 1

Potential Survey Population

Total Surveys	Surveys Returned
91	54 (59%)

Of the 54 surveys completed and returned, 36 (67%) were from English-speaking

parents; while 18 (33%) were from Spanish-speaking parents.

Table 2

Number of Surveys Completed and Returned by Ethnicity

Parents	Total
English-speaking	36 (67%)
Spanish-speaking	18 (33%)

District A returned 19 of 26 surveys (73%), District B returned 9 of 19 surveys (47%), and District C returned 26 of 46 (57%). The overall return rate of 59% represents a strong return rate which leads to greater confidence regarding the reliability and validity of the study.

Table 3

Number of Surveys Returned by District

District	Responses	Percentage
District A	19 of 26	73%
District B	9 of 19	47%
District C	26 of 46	57%

Chapter 4 presents both quantitative and qualitative information collected during the research phase of the study. Findings from the surveys are broken down by question. Survey question 1 asked parents to select the grade their child was in. Thirty-eight (70%) of those responding indicated their child was in kindergarten and was in the first year of a dual language immersion program. Sixteen (30%) indicated their child was in the second

grade.

Table 4

Question 1: Student Grade

Grade	Responses	Percentage
Kindergarten	38	70%
Second	16	30%

Questions 2 and 3 asked parents to indicate their native language. Thirty-four (68%) of those responding indicated English was their native language, while 14 (28%) indicated Spanish was their native language. Two (4%) indicated English and Spanish was their native language.

Table 5

Questions 2 and 3: Native Language of Parents

Language	Responses	Percentage
English	34	68%
Spanish	14	28%
Both	2	4%

Question 4 asked parents to identify the primary language spoken at home. Thirty-one (57%) of those responding indicated English was the primary language spoken in the home. Fourteen (28%) of those responding indicated Spanish was the primary language spoken in the home, while six (12%) of those surveyed indicated they

spoke both English and Spanish in the home.

Table 6

Question 4: Primary Language Spoken at Home

Language	Responses	Percentage
English	31	57%
Spanish	14	28%
Both	6	12%

Questions 5 and 6 asked parents to identify their ethnicity. Twenty-seven (53%) respondents were Caucasian Sixteen (31%) respondents were Latino. Five (10%) respondents were African American. Two (4%) identified as other, and one (2%) respondent was Biracial.

Table 7

Questions 5 and 6: Ethnicity of Parents

Ethnicity	Responses	Percentage
Caucasian	27	53%
Latino	16	31%
African American	5	10%
Bi-Racial	2	4%
Other	2	4%

Questions 7 and 8 asked parents to indicate their highest level of education completed. Twenty-seven (29%) responses indicated high school was their highest level of education. Twenty-five (27%) responses indicated a bachelor's degree was their highest level of education. Seventeen (18%) responses indicated an associate's degree was their highest level of education. Eight (9%) responses indicated a master's degree was their highest level of education. Eight (9%) responses indicated elementary school was their highest level of education. Five (5%) responses indicated middle school was their highest level of education, and two (2%) of those responding indicated a doctorate was their highest level of education.

Table 8

Questions 7 and 8: Education Level of Parents

Level of Education	Responses	Percentage
Bachelor's	27	29%
High School	25	27%
Associate's	17	18%
Master's	8	9%
Elementary	8	9%
Middle School	5	5%
Doctorate	2	2%

Question 9 asked parents to indicate the reason their child attends the school in question. Thirty-one (65%) indicated they attended the school in question because it was their neighborhood school. Seventeen (35%) respondents indicated they chose to attend

the school in question as a transfer student because of the dual language immersion program. These findings are supported by some of the answers garnered during the random interview portion of this study.

Of the 12 parents interviewed, the majority indicated they did not choose their respective school because of the dual language immersion program. However, as was the case in the quantitative data, some parents chose their school because of the dual language immersion program.

> We chose the school because of the dual language immersion program and what it could mean for our daughter. It was the only school offering this program in the area and we wanted our daughter to be in the program. We thought it would be good for her and we were willing to pay whatever it cost. (Spanish-speaking Parent 1 District A)

Additional parents shared similar comments:

> We did choose our current school because of the dual language immersion program. While we liked the neighborhood in general the program was a big selling point for us. When we moved back to the area we thought it would be a good opportunity for our children to be in a program such as this. (English-speaking Parent 1 District C)

> Yes, we chose School B because of the dual language immersion program. We wanted our child to learn Spanish and be bilingual. We had heard good things about the program and were very excited for our child to be in the program. (English-speaking Parent 2 District B).

Table 9

Questions 9: Reason Child Attends Respective School

Reason	Responses	Percentage
Neighborhood School	31	65%
Transferred into school because of dual language immersion	17	35%

Question 10 was a multiple-choice question that gave parents the ability to select the reasons they chose to enroll their child in a dual language immersion program. Forty-four (81%) of those who completed and returned a survey selected the ability to speak, read, and/or write in two languages as a reason they chose to enroll their child in dual language immersion.

These findings were repeated in multiple responses gathered during the interview portion of this study.

Becoming bilingual will help our children in ways we cannot imagine. Being able to speak a second language will provide our child more opportunities in the future and will also provide expanded opportunities in the mission field. We have seen firsthand the importance of being bilingual. (English-speaking Parent 1 District C)

This sentiment was echoed by other parents who stated,

Spanish is a beautiful language and nearly one-third of the world speaks Spanish. Learning a new language and being able to speak multiple languages will give my child an expanded understanding of the world, give them more opportunities, and allow them to make new friends from other cultures. (English-speaking Parent 1

District B)

It is important to be able to speak more than one language. This will help my child in the future and with jobs. I want my child to have as much as they can have and being in this program will help them as they grow up. (Spanish-speaking Parent 1 District B)

Additional parents shared the following comments:

My daughter will benefit from being in the dual language program in many ways. Becoming bilingual will give my child an advantage most other children will not have and nowadays any advantage is good. I hate to sound like that but it's true. We have to give our children every advantage we can. (English-speaking Parent 1 District A)

We speak Spanish at home and we wanted our daughter to learn Spanish for many reasons. We wanted her to be taught Spanish at school so she could learn the right way. We wanted her to not only learn to speak Spanish we wanted her to learn how to read in Spanish too. Not only will she be able to speak Spanish with her family at home being able to speak Spanish will help her in the future. It will help her get more jobs and better jobs. (Spanish-speaking Parent 2 District A)

Thirty-six (67%) respondents selected be successful in a global society as a reason they chose to enroll their child in dual language immersion. Multiple parents provided similar answers during the random interview portion of this study.

I believe this program will give my child a competitive edge in global skills and global awareness. Those things will be very important as she gets older and begins to think about what she wants to do with her life. Not only will she be competing with her classmates for jobs and other opportunities she will be

competing with people from all over the world. Being able to speak multiple languages will give her an advantage. (English-speaking Parent 2 District C)

Learning a new language and being able to speak Spanish will give my child something a lot of children do not have. It will give my child an expanded understanding of the world and that broader understanding will play an important role in their future. (English-speaking Parent 1 District B)

Those comments were reiterated by additional parents.

In my opinion, being in the dual language immersion class and learning Spanish will help my daughter both now and in the future. It will also lead to more opportunities for her in the future. We live in a global society and operate in a global economy. I know the value of being bilingual. (English-speaking Parent 1 District A)

Twenty-four (44%) of those responding selected have a stronger ability as a bilingual-bicultural/multicultural individual as a reason they chose to enroll their child in dual language immersion. Twenty-four (44%) of those responding selected be comfortable relating to different people and different cultures as a reason they chose to enroll their child in dual language immersion.

Both of these reasons were mentioned multiple times and by both English-speaking and Spanish-speaking parents during the interview portion of this study.

I am so happy my child is in the program. My child is not as shy around other people and I believe it has made her more confident in some ways. She is actually teaching me things in Spanish. I'm learning Spanish from my kindergartner. That is very exciting. (English-speaking Parent 1 District B)

A second English-speaking parent reflected,

Our family just returned after three years living in Central America doing mission work. Being able to speak Spanish is very important and will allow our children to communicate with friends they made during our mission work. It will also help them relate to non-English speaking people in future mission work. As a family we value socio-economic diversity and serving with other races and cultures. This program will provide an important resource to our children. One they would not receive in a traditional class. (English-speaking Parent 1 District C)

Another English-speaking parent shared the following thought.

This program will give my child a competitive edge in global skills and global awareness. Being in a class with Spanish-speaking students and being taught in Spanish will help her to learn about other people and other cultures. It will expose her to new customs and new things she would not be exposed to in a normal class. In order to be successful in the future she will need to be able to relate with and work with all types of people. This program will also help her grow socially and be able to make friends from other cultures. I want her to be more open to other people and other cultures. (English-speaking Parent 2 District C)

Similar thoughts were presented by Spanish-speaking parents.

I like my daughter learning Spanish. Our entire family benefits from the program. We are learning from her and what she is doing at school. She comes home from school some days and wants to teach us what she learned in school that day. Sometimes our Spanish at home is not the same as what she learns at school. She is also more comfortable around other family members that she can now talk to. (Spanish-speaking Parent 2 District A)

A second Spanish-speaking parent stated,

I am so happy my daughter will be able to speak in Spanish with her family and friends. Listening to her talk in Spanish is very special to us as a family. We don't want her to lose that part of who she is. It means a lot that she will be able to talk to family members who she has not been able to talk to in the past. (Spanish-speaking Parent 2 District A)

Seventeen (31%) of those responding selected be more successful in school as a reason for enrolling their child in dual language immersion. This reason was echoed in the interview portion of this study.

Everything I've heard about the program has been very positive. I have seen where being in a dual language immersion program leads to higher test scores and improved learning. My daughter is doing so much more in kindergarten now than my son when he was in kindergarten. From what I can tell as a parent it is much harder and a better class overall. Nothing against the classes my son was in but this class seems a lot better. (English-speaking Parent 1 District A)

Multiple parents echoed similar thoughts.

In my opinion, my child will benefit academically from being in this program and it will help my child grow socially as well. Thus far the program exceeds our expectations and we are very pleased with the program. It seems to be a great program. (English-speaking Parent 1 District C)

I believe my child's overall learning will benefit from being in the dual language immersion class. The teacher is really nice and does a good job of teaching all the children. My daughter appears to be learning so fast. We've been told many times that learning this way will help her with her grades. (Spanish-speaking

Parent 1 District A)

Fifteen (28%) of those responding selected be able to communicate with family or other Spanish-speaking people as a reason to enroll their child in dual language immersion. Multiple parents reported similar feelings regarding the ability to communicate with family or other Spanish-speaking people.

> It is so nice our daughter can talk with us at home in Spanish. She comes home every day and tells us what she did at school. It is very important to us that our daughter learns about our heritage. It is very exciting to us that she is learning about our past and where we came from. I am very grateful that my daughter had the chance to be in the dual language immersion class. (Spanish-speaking Parent 2 District A)

> Similar feelings were repeated by other parents.

> Our family just returned after three years living in Central America doing mission work. Being able to speak Spanish is very important and will allow our children to communicate with friends they made during our mission work. As a family we value socio-economic diversity and serving with other races and cultures. This program will provide an important resource to our children. (English-speaking Parent 1 District C)

> Being able to speak Spanish will allow my child to make more friends and communicate with other family members who do not speak English. That is very important to us. We also believe it will be good for her to learn Spanish so she can learn more about her family and the history of her people. (Spanish-speaking Parent 2 District B)

> We are so excited about our daughter being in dual language immersion. Not

only is she learning another language at school learning Spanish will improve how we communicate at home. You cannot imagine how hard it is to not be able to communicate with your own child in your native tongue. (Spanish-speaking Parent 1 District A)

Thirteen (24%) of those responding selected be in a high-quality program as a reason they chose to enroll their child in dual language immersion. English-speaking Parent 1 from District A was one of the few who participated in the interview portion of the study to specifically mention being in a good program as a reason for choosing to enroll their child in dual language immersion:

Everything I heard about the program has been very positive. I looked into the concept of dual language immersion to see what it was about. Me and some of the other parents in the program talked about the idea when it was first advertised. We discussed the pros and cons of the program and thought it would be great for the kids and the community.

Five (9%) of those responding selected be able to relate to his/her heritage as a reason they chose to enroll their child in dual language immersion. Multiple Spanish-speaking parents mentioned the importance of heritage.

I chose this program so my child could learn both English and Spanish. I want my daughter to maintain our home language and maintaining our heritage is very important to our family. We want our daughter to know more about our culture and this program will help with that. (Spanish-speaking Parent 2 District A)

A second Spanish-speaking parent stated, "Being in this program is good for our family. It will help our daughter at school and at home. We want our daughter to maintain our home language and our heritage is very important to us." (Spanish-speaking

Parent 1 District A).

> Our daughter is half-Spanish and we thought it would be good for her to learn Spanish and learn about parts of her life and culture. It was also important to us that our daughter not forget Spanish. Out two older children spoke Spanish at home until they started school. Once they started school they stopped speaking. (Spanish-speaking Parent 2 District B)

Five (9%) of those responding selected the other category as a reason they chose to enroll their child in dual language immersion. Three (5%) of those responding selected be with a teacher who understands our culture as a reason they chose to enroll their child in dual language immersion.

In order of priority, the reasons parents chose to enroll their children in dual language immersion included

1. 81% be able to speak, read, and/or write in two languages.

2. 67% be more successful in a global economy.

3. 44% have a stronger identity as a bilingual-bicultural/multicultural individual.

4. 44% be comfortable relating to different people and different cultures.

5. 31% be more successful in school.

6. 28% be able to communicate with family/other Spanish-speaking people.

7. 24% be in a high-quality program.

8. 9% be able to relate to his/her heritage.

9. 9% other.

10. 5% be with a teacher who understands our culture.
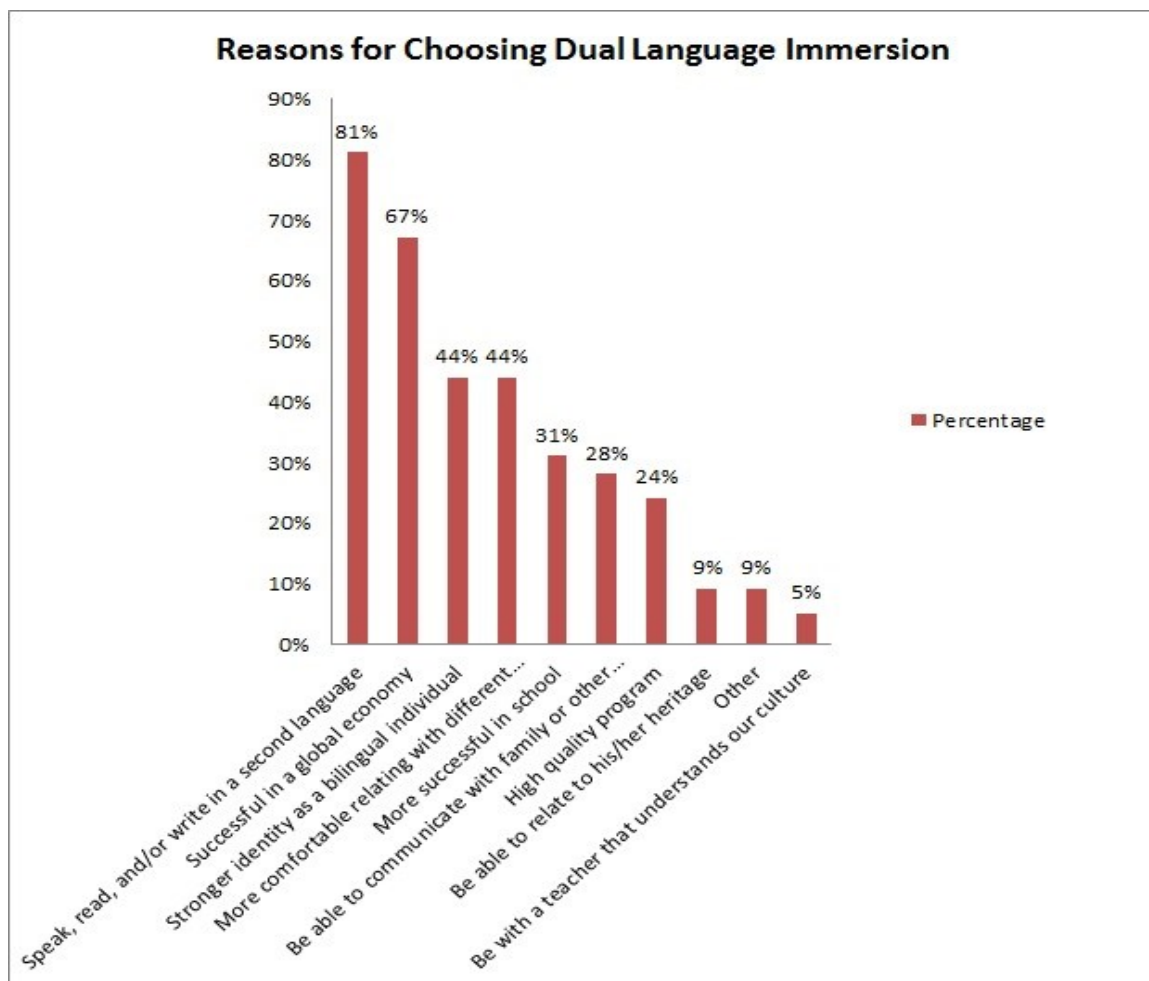
Figure. Reasons for Choosing Dual Language Immersion.

Question 11 was an open-ended question that asked parents to list what influenced

their decision to enroll their child in a dual language immersion program. For the

purpose of comparison, responses from the three kindergarten classes were separated

from responses from the second-grade class. Responses to question 11 from the

kindergarten classes were as follows: 14 (38%) of those responding indicated the ability

for their children to become bilingual as a factor that influenced their decision to enroll in

a dual language immersion program; eight (22%) of those responding listed greater better

jobs as a factor that lead to their decision to enroll their child in dual language immersion;

four (11%) of those responding stated being better prepared for a global society as a factor for enrolling their child in dual language immersion; four (11%) of those responding stated current literature related to dual language immersion was a factor in their decision to enroll their child in the program; three (8%) stated dual language immersion offered a better education; and three (8%) stated the likelihood of greater opportunities was a factor in their decision to enroll their child in dual language immersion. Increased/improved communication, the principal, being biracial, becoming biliterate/bicultural, and the teachers in the program each were listed one time (3%) each.

Responses from the second-grade parents were as follows: three (27%) responses indicated the success and experience of family and friends influenced their decision to enroll their child in dual language immersion; two (18%) responses suggested the fact their child would be bilingual was what influenced them to enroll; two (18%) responses indicated research that suggested higher test performance influenced their decision to enroll in dual language immersion; two (18%) responses suggested better opportunities in the future was a motivating factor in their decision to enroll their child in dual language immersion; two (18%) responses stated the fact the parents were already fluent in Spanish and involved in the Hispanic community as what influenced their decision to participate in dual language immersion; and one (9%) of those responding stated the principal at the school influenced their decision.

The answers presented during the interview portion of the study were fairly consistent with answers presented in both the multiple-choice section and open-ended section of the survey. Parents who participated in the interview portion of the survey noted reasons such as learning a second language, being better prepared in a global society, being better prepared to interact with people of different cultures, and better

opportunities for the future as reasons they decided to enroll their child in a dual language immersion class.

> Becoming bilingual will help our children in ways we cannot imagine. Being able to speak a second language will provide our child more opportunities in the future and will also provide expanded opportunities in the mission field. We have seen firsthand the importance of being bilingual. (English-speaking Parent 1 District C)

Other parents shared similar thoughts.

> It is important to be able to speak more than one language. This will help my child in the future and with jobs. I want my child to have as much as they can have and being in this program will help them as they grow up. (Spanish-speaking Parent 1 District B)

> We speak Spanish at home and we wanted our daughter to learn Spanish for many reasons. Not only will she be able to speak Spanish with her family at home being able to speak Spanish will help her in the future. It will help her get more jobs and better jobs. (Spanish-speaking Parent 2 District A)

> In my opinion, being in the dual language immersion class and learning Spanish will help my daughter both now and in the future. It will also lead to more opportunities in the global economy. I am an accountant and I understand the importance of international trade and I know the value of being bilingual. (English-speaking Parent 1 District A)

Table 10

Question 11: What Influenced Parents' Decision to Enroll Child in Dual Language Immersion?

Parents	Responses	Percentage	What Influenced Their Decision to Enroll?
Kindergarten Parents	14	38%	Ability for child to become bilingual
	8	22%	Greater job opportunity
	4	11%	Better prepared for global society
	4	11%	Current literature related to dual language immersion
	3	8%	Offered better education
	3	8%	Greater opportunities for the future
	1	3%	Improved communication
	1	3%	The principal
	1	3%	Being bi-racial
	1	3%	Becoming biliterate/bi-cultural
	1	3%	Teachers in the program
Second-Grade Parents	3	27%	Success/experience of family member
	2	18%	Child will be bilingual
	2	18%	Higher test scores
	2	18%	Parents already fluent in Spanish
	1	9	Principal of school

Question 12 asked respondents to indicate how they learned of the program. Twenty-four (63%) kindergarten parents responding stated they learned of the program from the school. Eight (21%) of those responding stated they learned of the program

from a friend. Two (5%) respondents stated they learned of the program via word or

mouth. Two (5%) respondents stated they learned of the program from a teacher; and

two (5%) respondents stated they learned of the program from a family member.

Similarly, seven (58%) second-grade parents stated they learned of the program

from the school. Three (25%) responses suggested parents learned of the program

through a friend. Two (17%) indicated they learned of the program from a family

member, while one (8%) learned of the program as they were transferring to the school.

There was not a question in the interview portion of the study that matched this question.

Table 11

Question 12: How Parents Learned of Dual Language Immersion

Parents	Responses	Percentage	How Learned of Program
Kindergarten Parents	24	63%	School
	8	21%	Friend
	2	5%	Word of mouth
	2	5%	Teacher
	2	5%	Family member
Second-Grade Parents	7	58%	School
	3	25%	Friend
	2	17%	Family member
	1	8%	Transferring to school

Question 13 asked parents to list what they consider to be the benefits of dual

language schools. Seventeen (45%) kindergarten parents stated future opportunities and

greater potential for better jobs as a benefit of dual language schools. Thirteen (34%)

stated becoming bilingual and/or biliterate as a benefit of dual language schools. Six

(16%) listed improved test scores and greater cognitive development as a benefit of dual

language schools. Five (14%) stated increased cultural awareness as a benefit of dual

language schools. Two (5%) respondents listed better education as a benefit of dual

language schools. Two (5%) respondents listed being better prepared for a global world

as a benefit of dual language schools. Two (5%) respondents cited increased/improved

communication as a benefit of dual language schools; while one respondent (3%) listed

greater diversity as a benefit of dual language schools.

Second-grade parent responses included three (23%) responses stated having a

better respect for other cultures as a benefit of being in a dual language immersion

program; two parents (15%) stated being bilingual was a benefit of being in a dual

language immersion program; two (15%) stated a better future was a benefit of being in a

dual language immersion program; two (15%) stated being in a dual language immersion

program helped their child do better in school; two (15%) stated being in a dual language

immersion program led to the ability to communicate with more people; one (8%)

suggested being in dual language immersion improved mind and brain functions; and one

(8%) stated there were many reasons dual language immersion is beneficial.

Once again, the majority of parents who were interviewed echoed similar reasons

as those taken from the survey.

I believe this program will give my child a competitive edge in global skills and

global awareness. Those things will be very important as she gets older and

begins to think about what she wants to do with her life. Not only will she be

competing with her classmates for jobs and other opportunities she will be

competing with people from all over the world. (English-speaking Parent 2

District C)

Similar thoughts were shared by additional parents. "Learning a new language

and being able to speak multiple languages will give my child an expanded understanding

of the world and allow them to make new friends from other cultures" (English-speaking

Parent 1 District B).

Our family just returned after three years living in Central America doing mission

work. Being able to speak Spanish is very important and will allow our children

to communicate with friends they made during our mission work. It will also help

them relate to non-English speaking people in future mission work. As a family

we value socio-economic diversity and serving with other races and cultures.

This program will provide an important resource to our children. (English-

speaking Parent 1 District C).

Table 12

Question 13: What Parents Consider to be Benefits of Dual Language Immersion

Parents	Responses	Percentage	What Parents Consider to be Benefits of Dual Language Immersion
Kindergarten Parents	17	45%	Future opportunities and better jobs
	13	34%	Becoming bilingual/biliterate
	6	16%	Improved test scores and improved cognitive development
	5	14%	Increased cultural awareness
	2	5%	Better prepared for global society
	2	5%	Increased/improved communication
	1	3%	Greater Diversity
Second-Grade Parents	3	23%	Having better respect for other cultures
	2	15%	Being bilingual
	2	15%	Better future
	2	15%	Better communication
	2	15%	Do better in school
	1	8%	Improved brain function
	1	8%	Many reasons

Question 14 asked parents to indicate their level of satisfaction with dual language immersion. Thirty-six (95%) kindergarten parents indicated they were very satisfied with the program. Two (5%) indicated they were somewhat satisfied with dual language immersion. Eleven (79%) second-grade parents stated they were very satisfied; while

four (29%) second-grade parents stated they were somewhat satisfied.

Parent responses taken from the interview portion of this study are very reflective of those responses collected via the survey.

I am 100% satisfied with the program. We are very happy with what is going on at school and at home. This is great program and I am so thankful my daughter is in the program. It is really a great program that offers a lot of great things, especially for young children. If I had another child they would be in the program. I have been recommending the program to all of my friends. (Spanish-speaking 2 District A)

Other parents responded with similar feelings.

We are very satisfied with the program. Things at home and at school are very good and our child is very happy. Our child is growing at a very fast pace and is learning so much. They are actually teaching us some things home. It's very impressive. (English-speaking Parent 1 District B)

I am satisfied and I am really impressed with the program. I like the teacher, the TA, and everyone who helps with the class. My daughter is progressing so fast and doing really well. My daughter is not only getting a good education she is also learning a second language. What they are doing is very impressive. (English-speaking Parent 1 District A)

Finally, one parent stated,

A 10 out of 10. We are 100% satisfied with the class. Our daughter is doing so well and learning so much. How can you not be satisfied when your child is learning to speak and read a second language in kindergarten? (English-speaking Parent 2 District C)

"I am very satisfied with the program. It is a great program. I like the teacher and the principal. I am very proud of my child, my child is doing well, and most importantly, my child is happy" (Spanish-speaking Parent 1 District B).

Table 13

Question 14: Satisfaction Level of Parents

Parents	Responses	Percentage
Kindergarten Parents		
Very satisfied	36	95%
Somewhat satisfied	2	5%
Second-Grade Parents		
Very satisfied	11	73%
Somewhat satisfied	4	27%

Question 15 asked parents what influenced their response regarding satisfaction level with dual language immersion. Twenty-three (62%) kindergarten parents who responded indicated student growth as the reason for their level of satisfaction. Six (16%) cited the fact their child is happy as the reason for their level of satisfaction. Two (5%) respondents listed good program as the reason for their level of satisfaction. Good communication, teacher, need to be challenged more, and more communication needed each received one (3%) response each.

Three (20%) second-grade parents stated teaching foreign language in schools was the reason for their level of satisfaction. Three (20%) second-grade parents stated they have concerns. Two (13%) second-grade parents stated the progress of their child influenced their level of satisfaction regarding dual language immersion. One (7%)

second-grade parent was hopeful for the program. One (7%) second-grade parent stated he/she was learning from his/her child. One (7%) indicated his/her child had good teachers while in the program. One (7%) stated he/she had not seen the results he/she had expected from the program, and one (7%) stated his/her child was still anxious and nervous with Spanish even after 2½ years in the program.

Table 14

Question 15: What Influenced Parents' Level of Satisfaction with Dual Language Immersion?

Parents	Responses	Percentage	What Influenced Parents' Level of Satisfaction with Dual Language Immersion?
Kindergarten Parents	23	62%	Student growth
	6	16%	Child is happy in program
	2	5%	Good program
	1	3%	Good communication
	1	3%	Teacher in program
	1	3%	Need to be challenged more
	1	3%	More communication needed
Second-Grade Parents	3	20%	Teaching foreign language in elementary school
	3	20%	Parents stated they have concerns
	2	13%	The progress of their child
	1	7%	Parent is hopeful for program
	1	7%	Learning from my child
	1	7%	Child had good teachers while in program
	1	7%	Stated they had not seen expected results from program
	1	7%	Child was still anxious regarding Spanish even after 2.5 years in program

Following analysis based on the survey questions, the researcher broke down the

data according to the research questions. Research Question 1 asked what factors

motivate English-speaking parents to enroll their children in dual language immersion

programs? English-speaking parents chose the following reasons for enrolling their child

in dual language immersion.

Being able to speak read and/or write in a second language (29 of 44).

Being successful in a global society (27 of 36).

Be comfortable relating with different people and cultures (19 of 24).

Be more successful in school (15 of 17).

Have a stronger identity as a bilingual/bicultural person (15 of 24).

Be able to communicate with family/other Spanish-speaking people (10 of 15).

Be in a high-quality program (10 of 13).

Other (5 of 5).

Be with a teacher that understands our culture (2 of 3).

Be able to relate to his/her heritage (1 of 5).

Research Question 2 asked what factors motivate Spanish-speaking parents to

enroll their children in dual language immersion programs? Spanish-speaking parents

chose the following reasons for enrolling their child in dual language immersion.

Being able to speak read and/or write in a second language (15 of 44).

Have a stronger identity as a bilingual/bicultural person (9 of 24).

Be able to communicate with family or other Spanish-speaking people (5 of 15).

Be more successful in a global society (9 of 36).

Be comfortable relating to other people and cultures (4 of 24).

Be able to relate to his/her heritage (4 of 5).

Be in a high-quality program (3 of 13).

Be more successful in school (2 of 17).

Be with a teacher that understands our culture (1 of 3).

Results suggest there are differences as to why English-speaking and Spanish-speaking parents choose to enroll their children in dual language immersion programs. Both English-speaking and Spanish-speaking parents list the ability to speak, read, and/or write in a second language as their number one reason. From there, differences begin to appear. English-speaking parents rank being successful in a global society as their number two reason for enrolling in dual language immersion programs. Spanish-speaking parents rank having a stronger identity as a bilingual/multicultural individual second.

English-speaking parents rank being comfortable relating to different people and cultures third. Spanish-speaking parents rank being able to communicate with family and other Spanish-speaking people as third. English-speaking parents rank being more successful in school fourth. Spanish-speaking parents rank being successful in a global society fourth. English-speaking parents rank having a stronger identity as a bilingual/multicultural individual fifth. Spanish-speaking parents rank being comfortable relating to different people and cultures fifth.

English-speaking parents rank being able to communicate with family and other Spanish-speaking people sixth. Spanish-speaking parents rank being able to relate to his/her heritage sixth. English-speaking parents rank being in a high-quality program seventh. Spanish-speaking parents also rank being in a high-quality program seventh. English-speaking parents rank other reasons eighth. Spanish-speaking parents rank being more successful in school eighth. English-speaking parents rank being with a teacher who understands our culture ninth. Spanish-speaking parents also rank being with a

teacher who understands our culture ninth. English-speaking parents rank relating to his/her heritage last, while Spanish-speaking parents rank other last.

To review, findings from this study indicate that when combined, English-speaking and Spanish-speaking parents choose to enroll their children in a dual language immersion program for the following reasons.

1. 81% be able to speak, read, and/or write in to languages.

2. 67% be more successful in a global economy.

3. 44% have a stronger identity as a bilingual-bicultural/multicultural individual.

4. 44% be more comfortable relating to different people and different cultures.

5. 31% be more successful in school.

6. 28% be able to communicate with family and other Spanish-speaking people.

7. 24% be in a high-quality program.

8. 9% be able to relate to his/her heritage.

9. 9% other.

10. 5% be with a teacher who understands our culture.

Chapter 5 presents the summary, conclusions, and recommendations related to this study. Chapter 5 also discusses the findings as they relate to previous studies and discusses possible future research that could spring from this study.

Chapter 5: Summary, Conclusions, and Recommendations

Some consider the current arrangement of public education a monopoly (Forster, 2013). As such, the perceived monopoly stunts any meaningful accountability and creates an environment where the urgent need for change cannot be a part of the culture. Some go on to suggest when any institution has a captive client base, support for innovation vanishes. True reform requires people and organizations to do new and uncomfortable things. Worst of all, a monopoly pushes out educational entrepreneurs who could reinvent schools (Forster, 2013).

School choice can and has been defined many ways. Simply put, school choice is a reform movement focused on affording parents the right to choose which school their child attends based on their needs and desires (Editorial Projects in Education Research Center, 2004). True school choice does not restrict families to attend only schools within their attendance zones. Put another way, school choice seeks to create a marketplace of schooling options from which families can choose (McShane, 2015).

This study looked closely at one program that some schools use to provide choice to parents, Dual Language Immersion. The purpose of this study was to investigate and analyze what factors motivate parents to enroll their children in dual language immersion programs. The study also sought to determine if there is a difference between the reasoning of English-speaking and Spanish-speaking parents and if parents of students within ongoing dual language immersion programs were satisfied with the program.

Overview of the Study

The overall purpose of this study was to determine if dual language immersion programs are viable choice options for schools. More specifically, the purpose of this study was to determine what motivates parents to enroll their child in a dual language

immersion program.

This study involved dual language immersion programs at three different North Carolina elementary schools located within three different North Carolina school districts. The study utilized both quantitative and qualitative research. Parents in each school/program were given the opportunity to complete and return a survey and be randomly selected to participate in a follow-up interview.

The study revolved around two primary research questions. The two research questions that framed the study were

1. What factors motivate English-speaking parents to enroll their children in dual language immersion programs?

2. What factors motivate Spanish-speaking parents to enroll their children in dual language immersion programs?

The methodology used for this study was both quantitative and qualitative inquiry. Data related to both questions were gathered in multiple ways and from multiple sources. These included surveys and small-group interviews.

Each parent was given the opportunity to complete and return a 15-question survey. Each survey contained questions related to background data such as grade, native language, primary language spoken in the home, and highest level of education completed. The remainder of the survey was broken down into multiple-choice questions and short-answer questions that gave the parents an opportunity to describe their motivation for enrolling in dual language immersion.

The interview portion of the study revolved around a follow-up interview consisting of five questions. Two English-speaking and two Spanish-speaking parents from each school were randomly selected to take part in the interview portion of the

study. The questions utilized during the interview portion of the study were open-ended and structured in such a way to allow parents an opportunity to discuss in more detail what factors motivated their decision to enroll their child in a dual language immersion program. The answers from the interview portion were then compared to the data collected from the surveys to determine any variances in the data.

The Conceptual Framework Revisited

This study took place in three North Carolina elementary schools. Schools participating in the study consisted of a primary school in a small school district, an elementary school in medium school district, and an elementary school in a large school district. In this study, the dual language classes being studied combined both native English-speaking students and native Spanish-speaking students.

Existing research regarding dual language immersion suggests dual language immersion is a form of bilingual education that continues to grow in popularity (Crawford, 2004). As of 2012, there were 422 dual language immersion programs located in 31 states and the District of Columbia (Center for Applied Linguistics, 2012). Research also states requests by English-speaking parents for foreign language classes at the elementary level have been growing over the past 10 years (Cloud et al., 2000).

Research emphasizes the benefits of bilingualism and dual language immersion. Numerous studies highlight the benefits of dual language immersion. According to Lindholm-Leary (2000), students who participate in programs such as dual language immersion in which they are exposed to a second language demonstrate higher levels of language proficiency, achievement, and self-concept.

Collier and Thomas (2004) determined students in two-way or dual language immersion programs outperformed students in traditional bilingual education programs

on both English and Spanish reading tests. Thomas and Collier (2002) also suggested dual language immersion is the only method of instruction for English learners that effectively closes the achievement gap.

Other studies suggest similar findings regarding dual language immersion. Reyes (2014) analyzed test scores from 2,500 K-8 students on the California Achievement Test and determined there was a significant difference in test scores in language arts between English learners who participated in dual language immersion and English learners who participated in a mainstream English program. Similar results were reported by Marion et al. (2013) when they reviewed data from 2,009 third through fifth graders in the Chicago-land area and determined two-way or dual language immersion is beneficial for both minority and majority language elementary students.

More specifically, this study sought to determine what motivates parents to enroll their children in dual language immersion programs. Research suggests parent choice is a fundamental right of parents (Russo, 2008). Research also suggests there are those who believe parent choice will lead to the reform of education through the introduction of ideas such as market forces and competition (Carpenter & Kaker, 2012). McShane (2015) viewed school choice as an education reform based on the idea of giving families more choices which, in turn, will create a marketplace of schooling options from which families can choose. This idea, in turn, suggests parental demand will drive a supply-side response which will lead to new and better schools. Additional research suggests the presence of school choice policies will lead to greater student performance and better schools overall (Aguirre et al., 2008; Figlio & Hart, 2014).

This idea has played out in some cities within the United States where initiatives are under way to reform public schools. Stewart and Wolf (2015) suggested families

who participate in school choice programs move from a "clientist" point of view to that of a "consumer" when given choice options. Research conducted by Coy and Litherland (2000) indicated parents, especially those of English-speaking students, are increasingly attracted to dual language immersion.

Limitations

There are limitations to this study. For example, by surveying parents from multiple districts in multiple communities, the researcher may be introducing forces unrelated to dual language immersion; for example, living in a rural area versus living in an urban area and what impact that may have on findings.

Surveying parents from multiple districts also brings into play the possibility that different districts might run their dual language immersion programs differently from other districts which could lead to varying results. The generalizations from this study are limited to North Carolina, as motivating factors of parents in North Carolina could vary from those of parents in other states or regions.

Summary of the Findings

This study sought to determine what motivates parents to enroll their children in dual language immersion programs by investigating two main research questions: (1) What factors motivate English-speaking parents to enroll their children in dual language immersion programs? and (2) What factors motivate Spanish-speaking parents to enroll their children in dual language immersion programs? The study collected data from surveys and parent interviews.

The analysis of the data collected via survey questions generated various ideas or themes parents spoke about when asked various questions related to dual language immersion. Some examples include the ability to learn a second language or become

bilingual, being more successful in a global society, being more successful in school, stronger identity as a bilingual/bicultural individual, and greater opportunities for the future.

Data collected from both English-speaking parents and Spanish-speaking parents indicated parents chose to enroll their children in dual language immersion for several reasons. The top five reasons parents (English and Spanish) chose to enroll their children in dual language immersion were (1) being able to speak, read, and/or write in multiple languages (81%); (2) being more successful in a global economy (67%); (3) being more comfortable relating to other people and cultures (44%); (4) having a stronger identity as a bilingual/bicultural individual (44%); and (5) being more successful in school (31%).

These findings are consistent with and replicate findings from previous studies. For example, Shannon and Milian (2002) reviewed results from a survey conducted in 2000 by Ron Utz in which 1,043 parents were surveyed as to why they enrolled their child in a dual language immersion program. Eighty-three percent of those surveyed responded that learning a second language was very important. This percentage is almost identical to the 81% of the parents in this study who selected being able to speak, read, and/or write in two languages as a reason to enroll their child in a dual language immersion program.

Additional reasons for enrolling their child in a dual language immersion program ranged from the benefit of bilingualism (16.6%), combination of reasons (16.2%), future benefits (14.9%), and importance of being bilingual/biliterate (14.75%). These findings are very similar to the results presented in this study. Parents in this study selected similar factors for enrolling in a dual language immersion program. Some included being successful in a global economy, being comfortable relating to different people and

different cultures, and having a stronger identity as a bilingual-bicultural/multicultural individual.

Silver (2011) surveyed 649 families with children enrolled in dual language immersion programs in California. Results from Silver's study indicated parents chose to enroll their children in dual language immersion for three primary reasons: (1) being bilingual, (2) being more successful in school, and (3) being more competitive in a global society. Findings from this study are almost identical to those in the work completed by Silver. The top three reasons parents chose in this study were being able to speak, read, and/or write in two languages; being successful in a global economy; and being more comfortable relating to different people and different cultures.

These findings further replicate findings of previous research such as a study conducted by Parkes (2008) in which he surveyed over 700 families (English-speaking and Spanish-speaking) in New Mexico to determine why they chose to participate in a dual language immersion program. Reasons included wanting their children to be bilingual (93.6%), wanting their children to thrive in an international environment (63.1%), and wanting children to be comfortable relating to other cultures (60.7%), among others. These reasons mirror the top three reasons discovered in this study.

Findings from the current study further support findings such as those discovered by Giacchino-Baker and Piller (2006) when they surveyed 40 parents as to what motivated them to select a dual language immersion program. When combined (English-speaking and Spanish-speaking) parents chose in order: (1) the ability to speak multiple languages, (2) the ability to read and write in multiple languages, (3) the ability to get a better job, and (4) the importance of speaking multiple languages in the United States.

Similar findings were also reported in a study conducted Ramos (2007) who

surveyed 745 parents regarding dual language immersion. One question within his survey related to parental motivation regarding enrolling a child in a dual language immersion program. Ramos found that parents chose the following reasons to enroll their child: (1) a stronger bilingual-bicultural identity, (2) school and future employment advantages, (3) the program being in their neighborhood, (4) the ability to communicate with Spanish-speakers, and (5) a strong academic program.

Lindholm-Leary (2001) found similar results after she studied dual language immersion programs at 18 schools. As part of her study, Lindholm-Leary sought to determine why parents chose to participate in a dual language immersion program. All parents reported the desire for their children to be bilingual and believed that being bilingual would increase employment opportunities in the future.

One international study also presented similar findings to those of this study. Tekin (2014) conducted a qualitative study of parental beliefs associated with early EFL learning. As a part of his study, Tekin asked parents why they wanted their children to participate in a bilingual program. Reasons presented included parents believed learning a second language would (1) increase their child's ability to relate to the world, (2) allow their children to communicate with others around the world, (3) help their child's future education, and (4) contribute to their future career.

While there was consistency between this study and previous studies as to why parents in general enrolled their children in dual language immersion, findings from this study suggest differences between English-speaking and Spanish-speaking parents do exist. The research questions within this study look at English-speaking and Spanish-speaking parents separately to determine what motivates groups to enroll their children in a dual language immersion program. In order to better summarize and discuss the

findings, data are separated into two English-speaking findings and Spanish-speaking results.

English-Speaking Parents

Data collected from multiple-choice questions on the survey within the study indicate English-speaking parents who participated in this study chose to enroll their children in dual language immersion based on four main factors. These included their child being able to speak, read, and/write in a second language (76%); being successful in a global economy (71%); being comfortable relating to different people and cultures (53%); being more successful in school (39%); and having a stronger identity as a bilingual/bicultural individual (39%).

These findings are similar to and support the findings presented in previous studies. Doherty (2008) also separated findings into categories based on the nationality of the parent participating in a qualitative study in which she interviewed 12 parents of students enrolled in a dual language immersion program. According to Doherty's findings, English-speaking parents valued the demanding curriculum associated with dual language immersion and the potential for future opportunities. Those findings were similar to findings from this study given that 71% of English-speaking parents chose to enroll their child because they believed their child would be more successful in a global society, and 39% believed being in the program would help their child be more successful in school.

Cloud et al. (2000) found English-speaking parents viewed learning a second language as an advantage for their children. Similarly, results from this study suggest 76% English-speaking parents believe being able to speak, read, and/or write in two languages was beneficial to their children. Seventy-one percent of English-speaking

parents within this study believe being in a dual language immersion program will help their child be more successful in a global economy. Fifty-three percent of English-speaking parents participating in this study believe being in a dual language immersion program will help their children be more comfortable relating to different people and different cultures.

Giacchino-Baker and Piller (2006) also noted some differences between English-speaking and Spanish-speaking parents regarding why they chose to participate in dual language immersion. Fewer English-speaking parents (78.6%) than Spanish-speaking parents (93.3%) felt being biliterate was important. Similarly, fewer English-speaking parents (78.6%) than Spanish-speaking parents (93.3%) felt that being bilingual was very important when looking for a job.

Craig (1995) reported English-speaking parents gave three major reasons for enrolling their children in dual language immersion: (1) positive exposure to cultural diversity, (2) early second language acquisition, and (3) future job opportunities. Once again, these findings mirror the findings of the current study.

Craig (1996) also conducted a case study at a large urban school that operated a dual language immersion program. Craig separated findings related to parent motivation into English-speaking and Spanish-speaking categories. Results indicated English-speaking parents cited the acquisition of a second language, cultural awareness, and better job opportunities as reasons for enrolling in the dual language immersion program.

Spanish-Speaking Parents

Data collected from multiple-choice questions on the survey indicate Spanish-speaking parents who participated in this study chose to enroll their children in dual language immersion based on four main factors. These include child being able to speak,

read, and/or write in a second language (42%); having a stronger identity as a bilingual/bicultural individual (24%); being able to communicate with family and other Spanish-speaking people (13%); relating to his/her heritage (11%); and being comfortable relating to other people and other cultures (11%).

The findings from this study are similar to findings presented in previous studies regarding what motivates Spanish-speaking parents to enroll their children in dual language immersion programs. For example, Doherty (2008) found that Spanish-speaking parents favored the fact that dual language immersion would foster cultural heritage. Relating to his/her heritage was in the top four reasons Spanish-speaking parents decided to enroll their children in a dual language immersion program within this study.

Giacchino-Baker and Piller (2006) found that more Spanish-speaking parents (93.3%) viewed being bilingual as very important in contrast to 78.6% of English-speaking parents surveyed. Giacchino-Baker and Piller also found more Spanish-speaking parents felt it was more important to preserve the home language. Findings from this study suggest three of the top four reasons Spanish-speaking parents chose to enroll their children in a dual language immersion program were stronger identity as a bilingual-bicultural/multicultural individual, being able to communicate with family or other Spanish-speaking people, relating to his/her heritage, and being more comfortable relating to other people and other cultures.

These findings were similar to those made by Lindholm-Leary (2001) who studied dual language immersion programs at 18 schools. Lindholm-Leary found a higher percentage of Spanish-speaking parents chose to participate in dual language immersion to give their children the ability to be better prepared for future educational

and professional opportunities as well as maintaining cultural heritage. Again, these findings are similar to the findings from this study.

Craig (1995) reported that Spanish-speaking parents listed the desire to maintain Spanish in the home and maintaining cultural awareness as prime motivating factors for enrolling in dual language immersion. These findings are reflective of the current study. Three of the top four reasons chosen by Spanish-speaking parents were a stronger identity as a bilingual-bicultural/multicultural individual, being able to communicate with family and other Spanish-speaking people, relating to his/her heritage, and being more comfortable relating to other people and other cultures.

Conclusions

Findings from this study are consistent with previous studies related to parent motivation and dual language immersion. Parents who enroll their children in dual language immersion programs do so for a variety of reasons. Some reasons include the opportunity for their children to learn a second language, to be more competitive in a global society, increased opportunities in the future, becoming more culturally aware, and maintaining the home language and heritage, among others. Survey results demonstrate factors that led parents to enroll their children in a dual language immersion program. Interview responses provided more detailed answers regarding what motivates parents to enroll their children in dual language immersion.

From the data collected, it is apparent that most parents who participated in this study were satisfied with dual language immersion. While the majority of the parents who participated were very satisfied, there were some parents who indicated they are only somewhat satisfied. Data collected via surveys and interviews suggest those parents who were not completely satisfied with the program had concerns related to areas such as

communication between the school and home, the amount of work that is required of students in dual language immersion programs, and the fact they had not seen the results they had expected or hoped for.

Recommendations for Dual Language Immersion

One reason this study was undertaken was to provide feedback and information to schools and school districts that currently operate a dual language immersion program and any school or school district that may be contemplating starting a dual language immersion program. This study sought to determine what motivates parents to enroll in dual language immersion programs so schools and school districts would be able to focus their attention and efforts on effective marketing and recruitment strategies.

Results from this study suggest parents are motivated to enroll their children in dual language immersion programs based on many factors. The biggest reason parents (English-speaking and Spanish-speaking) chose to enroll their child in dual language immersion was their child being able to speak, read, and/or write in two languages. Across the board, parents believed being able to speak in multiple languages would benefit their children in many ways for years to come. The opportunity to learn a second language in elementary school is a very powerful motivating factor in the minds of parents, and it should be one of the main ideas a school or school district discusses when discussing dual language immersion.

Findings from this study also suggest parents choose to enroll their children in a dual language immersion program because they believe it will enable their children to be more successful in a global economy, have a stronger identity as a bilingual and multicultural individual, and will allow them to be more comfortable relating to other people and other cultures. In turn, according to the results of this study, the majority of

parents surveyed believed being in a dual language immersion program would produce benefits and greater opportunities for their child for years to come.

The results of this study could be used by school districts in many ways. Findings from this study could provide useful information that could justify the continuation of existing programs or justify the implementation of new dual language immersion programs. This information could be particularly useful to schools and school districts within the state of North Carolina given the fact that NCDPI would like to see more dual language immersion programs implemented throughout the state.

Schools and school districts today face market forces and competition they have not had to face in the past. The increased presence of private schools, charter schools, and the introduction of virtual schools have forced traditional public school districts to constantly review the way they operate and what programs they offer. More parents today employ a consumer mentality when it comes to the selection of the school their child or children will attend. This idea of more parent involvement and consumer mentality magnifies the importance of the findings of this study.

Additionally, students today are competing with students from around the world for jobs and future opportunities. Research suggests that being bilingual can increase the possibility of a young person getting hired and opens the door to more opportunities. Parents should be made aware of this information. Most parents, if not all, want nothing but the best for their children. Dual language immersion programs offer children opportunities traditional programs cannot.

Based on the findings of this study, schools and school districts should focus on the top factors that motivate parents to participate in dual language immersion programs to strengthen current dual language immersion programs and market new programs.

Schools and school districts should focus on the potential positive impact of dual language immersion and how the program can lead to lifelong improvement and advantages not available in traditional programs. Schools and school districts should also make concerted efforts to communicate the strengths of dual language immersion to all stakeholders. Schools and school districts should take several steps to grow current dual language immersion programs or market new programs. Some steps include

1. Effectively communicate and market to parents and all stakeholders how becoming bilingual can benefit children and the community. For example, research suggests that students who participate in dual language immersion programs demonstrate higher levels of language proficiency and higher levels of achievement. Research also suggests students who participate in dual language immersion programs outperform students who participate in traditional bilingual education programs, and dual language immersion is one of the only methods of instruction for English learners that effectively closes the achievement gap.

2. Effectively communicate and market to parents and all stakeholders how becoming bilingual can lead to children having a stronger identity as a bicultural/multicultural individual. Becoming more socially aware and socially diverse can help both the students and the community.

3. Effectively communicate and market to parents and all stakeholders how becoming bilingual can have a positive impact on the future of a child and potentially the future of the community.

4. Effectively communicate and market to parents and all stakeholders how becoming bilingual can make children more comfortable relating to different

people and different cultures and how that can impact their academic, social, and emotional development.

All schools (public, private, and charter) could also use this information to assist in the evaluation of current programs and determine what new and innovative programs may be available to them in the future and how those programs could benefit the families they serve. Information garnered from this and previous studies could assist schools as they evaluate nontraditional programs such as dual language immersion programs and/or create marketing plans for dual language immersion programs in the future.

The findings of this study underscore the importance of communication between the school, home, and community. In order to survive, schools must have students to teach and serve. As some suggest, if schools are not willing to change and be more innovative, they run the risk of going out of business.

Once again, each of the reasons mentioned above for enrolling a child in a dual language immersion program is very powerful and should be championed by schools and school districts. It would be wise for a school or school district to share with parents the benefits of participating in a program such as dual language immersion. Schools need to rethink the way they view their students and families. Schools should begin to view families as consumers and work to market and attract as many consumers as possible.

Schools and school districts (those who currently operate a dual language immersion program and those considering starting a dual language immersion program) should pay very close attention to these findings. These findings could be used in the evaluation of current dual language immersion programs to determine what, if any, changes need to be made; and the findings should play a significant role in the development and implementation of a marketing/communication plan for any district

considering starting a new dual language immersion program.

School districts could use these findings to determine what factors influence parents to participate in these types of programs and allow school districts to be more effective and efficient with marketing and communication. As education budgets continue to face an uphill battle, it becomes more important for schools and school districts to make sure every dollar spent on academic programs is making a positive impact on the lives of young people.

Recommendations for Future Research

While this study generated findings similar to previous studies regarding parent motivation related to why they enroll their children in dual language immersion, additional research is suggested in some areas. This study looked at what motivates parents to enroll their children in dual language immersion programs. Research needs to be conducted to determine what motivates parents not to enroll their children in dual language immersion programs. More research is also needed in the area of bilingual education in general. For example, if dual language immersion programs are effective in the early grade levels, would dual language immersion programs be effective across all grade spans? If so, how could they be implemented/integrated in upper grades? Based on these and other findings, being bilingual is beneficial to the learner. Would students benefit from learning more than two languages? If so, how could this be integrated into the school day?

Finally, findings from this study were limited to three school systems in central North Carolina. Additional research is recommended in other areas of the state or country that exhibit higher levels of Spanish-speaking families who represent families of differing socioeconomic status. It is possible these differences could impact the findings

of this and similar studies related to parent motivation regarding participation in dual

language immersion.

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Appendix A

English Parent Letter and Intent to Participate

Dear Parent/Guardian of _____

My name is Bryan Taylor. I am currently conducting doctoral research in your school on the subjects of parent motivation to enroll their child in a dual language immersion program and parent satisfaction with a dual language immersion program. My goal is to understand why parents choose to participate in dual language immersion programs and if they are satisfied with the program. The purpose of this informational letter is to make you aware of the study and ask you to participate in the study.

Enrollment and participation in this study will require you to complete a simple survey and potentially take part in an interview. All participants will complete the survey while only four randomly selected participants from each school will take part in the interview portion of the study. The survey will consist of 15 questions while the interview will last approximately 30 to 45 minutes. Surveys will be sent to you via your child and interviews will take place at the school your child attends. I will request to audio record the interviews and will be transcribing the interviews after they take place. Subject names will be changed or omitted at the time of transcription to ensure anonymity and all tapes will be erased after they are transcribed. No proper names will be used in the reporting of results. There is no foreseeable risk in your participation and you are free to terminate the interview at any time.

If you are interested in participating in this study, please complete the information below indicating your desire to participate and giving your consent to participate. Please sign and return this letter with your completed survey on or before January 11, 2016. Parents selected for the interview portion of the study will be notified by January 13, 2016. If you have any questions regarding any information contained in this letter feel free to contact me at 336-710-6784. Thank you for your consideration of this project.

Sincerely,

Bryan W. Taylor

Doctoral Student, Educational Leadership

Gardner-Webb University

_____ Yes, I wish to take part in the study and give me consent.

_____ No, I do not want to take part in the study nor give me consent.

Name: _____

Contact Number (if taking part): _____

Please return to school no later than January 11, 2016

Appendix B

English Survey

English Dual Language Family Survey

This survey contains questions about your language background and the reasons you chose to enroll your child in a dual language program. If you have several children enrolled in the dual language program, please complete only one survey per household.

Please circle or check the appropriate response

What grade is your child in? K 1 2 3 4 5 6

What is your native language?
❑ Spanish ❑ English ❑ Both: Spanish and English
❑ Other: _____

What is the native language of your spouse?
❑ Spanish ❑ English ❑ Both: Spanish and English
❑ Other: _____

What language do you speak at home with your child?
❑ Spanish ❑ English ❑ Both: Spanish and English ❑ Other: _____

What is your ethnicity?
❑ Latino ❑ Other, Please specify: _____

What is your spouse's ethnicity?
❑ Latino ❑ Other, Please specify: _____

What is the highest level of school you have completed?

❑ Some Elementary	❑ High School Diploma or GED	❑ Bachelor's Degree
❑ Middle School	❑ Associate's Degree	❑ Doctorate or
❑ Some High School	❑ Other: _____	Professional School Degree

What is the highest level of school your spouse has completed?

❑ Some Elementary	❑ High School Diploma or GED	❑ Bachelor's Degree
❑ Middle School	❑ Associate's Degree	❑ Doctorate or
❑ Some High School	❑ Other: _____	Professional School Degree

My child attends this school because:
❑ This is our neighborhood school
❑ We are attending on a transfer through open enrollment because of the dual language program
❑ Other_____

I chose dual language education for my child because I want my child to: (Please check the <u>three</u> main reasons)
❏ be able to speak, read, and/or write in two languages
❏ be able to communicate with family, or other Spanish-speaking people
❏ be better able to relate to his/her heritage
❏ be successful in a global society
❏ be more successful in school
❏ be more comfortable relating to different people and cultures
❏be with a teacher that understand our culture
❏ be in a high quality program
❏ have a stronger identity as a bilingual-bicultural/multicultural individual
❏ Other

What influenced your decision to enroll your child in a dual language program?

_____
_____

How did you hear about the dual language program in which your child is enrolled?

_____
_____

What do you believe are the benefits of dual language schools?

_____
_____

How satisfied are you with your child's dual language program overall?
❏ Very satisfied   ❏ Somewhat satisfied   ❏ Somewhat dissatisfied   ❏ Very dissatisfied

What influenced your response?

_____
_____

Appendix C

Spanish Parent Letter and Intent to Participate

Queridos Padres,

Me llama Bryan Taylor. Estoy realizando una investigacion doctoral en la escuela sobre los temas de la motivacion de los padres para inscribir a su hijo en un programa de inmersion dual y la satisfaccion de los padres con un programa de inmersion dual. Mi objectivo es entender por que los padres eligen participar en programas de inmersion en dos idiomas y si estan satisfechos con el programa. El proposito de esta carta informativa es hacerle consciente del estudio y pedirles que participen.

Inscripcion y participacion en este estudio le exigira que complete una encuesta sencilla y potencialmente tomar parte en una entrevista. Todos los participantes completan la encuesta mientras que solo cuatro participantes seleccionados al azar de cada escuela tomara parte en la parte de la
entrevista del estudio. La encuesta consta de 15 preguntas mientras que la entrevista tendra una duracion aproximadamente de 30 a 45 minutos. Encuestas se les enviaran a traves de su hijo y entravistas se llevaran a cabo en la escuela que asiste su hijo. Yo solicitare la grabacion de audio de las entrevistas y se transcribiran las entrevistas despues de que ocurran. Nombres seran cambiados o se omitiran en el momento de la transcripcion para garantizar anonimato y todas las Cintas se borraran despues de que se transcriben. No hay nombres propios se utilizara en el informe do los resultados. No hay riesgo previsible en su participacion y usted es libre de terminar la entrevista en cualquier momento.

Si estan intersados en particpar en este estudio, par favor complete la informacion debajo indicando su deseo de participar y dar su consentimiento para participar. Por favor firmar y regresar esta carta con su encuesta completada antes del **11 de enero de 2016**. Los padres seleccionados para la entrevista de parte del estudio se notificara por el **13 de enero de 2016**. Si usted tiena alguana pregunta acerca de cualquier informacion contenida en esta carta no dude en ponerse en contacto conmigo en 336-710-6784. Muchas gracias por su consideracion de este proyecto.

 Sinceramente,

Bryan W. Taylor

Estudiante de Doctorado, Liderazgo Educativo Gardner-Webb Universtity

_____Si, deseo participar en el estudio y day my consentimento

_____No, no deseo participar en el estudio

Nombre:_____

Appendix D

Spanish Survey

Encuesta de Programa Bilingüe Familiar
Si tiene mas de un hijo/a asistiendo en la escuela, por
favor de solo completar una encuesta por familia. Por
favor, círculo o Compruebe la respuesta adecuada

¿En qué grado/s esta su hijo/a?   K   1   2   3   4   5   6

¿Cuál es su idioma nativo? ❑ Español   ❑ Inglés   ❑ Los dos: Español e Inglés
❑ Otro: ___

¿Cuál es el idioma nativo de su pareja? ❑ Español   ❑ Inglés   ❑ Los dos:
Español e inglés
❑ Otro: ___

¿ Cuál idioma usa en casa con su hijo/a? ❑ Español   ❑ Inglés   ❑ Los dos:
Español e inglés
❑Otro: ___

¿Cuál es su origen étnico?   ❑ Latino   ❑ Otro: _____

¿Cuál es el origen étnico de su pareja?   ❑ Latino   ❑ Otro: _____

¿Qué nivel de escuela ha completado?
❑ Elementaría   ❑ Preparatoria o Educación General   ❑ Bachillerado
❑ Secundaria   ❑Título Asociado   ❑ Doctorado o
Título Profesional

❑ Uno años de preparatoria   ❑ Otro: _____

¿ Qué nivel de escuela ha completado su paraja?
❑ Elementaría   ❑ Preparatoria o Educación General   ❑ Bachillerado
❑ Secundaria   ❑Título Asociado   ❑ Doctorado o
Título Profesional

❑ Uno anos de preparatoria   ❑ Otro: _____

Mi hijo/a asiste a esta escuela porque:
❑ Es nuestra escuela de vecindad
❑ Estamos asistiendo con el proceso de matriculación abierta del distrito por el programa bilingüe
❑ Otra_____

Escogí educación bilingüe para mi hijo porque quiero que mi hijo/a: (por favor marque las <u>TRES</u> razones principales)

❑ hablar, leer, y escribir en dos idiomas

❑ comunicarse con familia u otras personas que son hispanohablantes

❑ mejor relacionarse con su cultura

❑ ser éxitoso en una sociedad mundial

❑ ser más éxitoso/a en la escuela

❑ estar agusto relacionándose con diferente personas y culturas

❑estar con una maestra que entienda nuestra cultura e idioma

❑ estar en un programa exitoso

❑ tener una identidad más fuerte como persona bilingüe bicultural/multicultural

❑ Otro_____

¿ Qué influyó su decisión para matricular a su hijo/a a la escuela NVLA?

_____

_____

¿Donde escucho del programa bilingüe en NVLA?

_____

_____

¿En su opinión, que son los beneficios de programas académicos las escuelas bilingüe?

_____

_____

¿ Qué tan satisfecho esta usted con el programa bilingüe de su hijo/a?

❑ Muy satisfecho ❑ Poco satisfecho ❑ Poco decepcionado ❑ Muy decepcionado

¿Qué influyo en su respuesta de satisfacción?

_____

_____