

3-2023

An Improvement Science Approach to Reducing Dual Language Immersion Student Attrition Through Ongoing Parent Learning Activities

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AN IMPROVEMENT SCIENCE APPROACH TO REDUCING DUAL LANGUAGE
IMMERSION STUDENT ATTRITION THROUGH ONGOING PARENT LEARNING
ACTIVITIES

by

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A Dissertation Presented to the Faculty of the
Doctor of Educational Leadership Department
in partial fulfillment for the degree of
Doctor of Education

GEORGE FOX UNIVERSITY

March 2023



GEORGE FOX
UNIVERSITY

COLLEGE OF EDUCATION | EdD

AN IMPROVEMENT SCIENCE APPROACH TO REDUCING DUAL LANGUAGE IMMERSION STUDENT ATTRITION THROUGH ONGOING PARENT LEARNING ACTIVITIES, a Doctoral research project prepared by SHANNON ZAVALA in partial fulfillment of the requirements for the Doctor of Education degree in Educational Leadership.

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ABSTRACT

In this improvement science dissertation in practice (ISDiP), I used a continuous improvement cycle to attempt to reduce student attrition in a dual language immersion (DLI) program. The intervention involved DLI parent engagement in the form of monthly parent meetings for one DLI kindergarten class. I also formed a networked improvement community (NIC) with various stakeholders to collaborate in a 90-day strategize, implement, analyze, and reflect (SIAR) cycle. I collected both qualitative and quantitative data throughout the process, and together with my fellow NIC members, we designed the content and structure of four monthly parent meetings. The DLI kindergarten parents were also active participants in the process, providing input in the form of feedback at the monthly meetings and pre- and post-intervention surveys. Qualitative data were collected through two focus group interviews with six veteran DLI parents and open-ended survey questions completed by the kindergarten DLI parents. Quantitative data were collected through a series of Likert scale surveys designed to measure family efficacy, learning behaviors, and perception of school/program fit.

The conceptual framework I used incorporated social capital theory within a family efficacy and parental involvement framework. A sociocultural lens was also used when planning the parent meetings to account for the diversity among the parents and to avoid any misunderstandings based on cultural differences. I followed an empowerment approach to parental involvement to help increase the parents' confidence in their decision to place their child in the DLI program by connecting with other parents and sharing knowledge.

The findings showed that the intervention was effective mainly in increasing parents' family efficacy scores. This corroborates with the conceptual framework presented by designing an intervention with the NIC and parent input that helped build social capital and increased

parents' confidence. The effect of the intervention on the long-term student attrition rate is yet to be seen. This process demonstrated the need for DLI program leaders to be knowledgeable about the DLI program and culturally appropriate parental involvement practices, to benefit not only the parents but the program itself.

ACKNOWLEDGEMENTS

First and foremost, I would like to thank God for giving me the strength and endurance to finish this doctoral journey. He also blessed me with many friends and family members who have supported me along the way, listening to my ideas and helping me through my struggles. I want to thank my husband Luis, and my three boys Luisito, Joseph and Daniel who had to sacrifice time with their wife/mother so I could do this important work. Also, my friend and fellow GFU doctoral student Jennifer Tuttle who was always reminding me of deadlines and willing to listen and lend a helping hand. I am forever grateful to my colleagues, principal and the parents who were willing to be a part of this process with me and sit through yet another meeting on a Monday afternoon. Last but not least, I would like to thank my advisor Dr. Dane Joseph for his feedback and guidance along the way, without whom I would not be writing these acknowledgements. I find much strength and inspiration in the Word of God, and I have considered this verse to be a main theme in my life and career as an educator: “He has told you, O man, what is good; and what does the LORD require of you but to *do justice*, and to *love kindness*, and to *walk humbly* with your God?” Micah 6:8 ESV (emphasis added). My hope is that this work can encourage others to continue the good work that has been set before them, as I will continue to strive to do as well.

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Chapter 1

Purpose of the study

The purpose of this study was to utilize an improvement science process to improve the dual language immersion (DLI) program student attrition rate at Special Elementary school. DLI programs typically struggle with student attrition, especially in the early years of a program's implementation. It is common to see up to a 50% attrition rate in foreign language immersion programs by the time students reach the fifth grade (Boudreaux & Oliver, 2009). Schools must proactively address parents' concerns and investigate their reasons for leaving the program. I used a Networked Improvement Community (NIC) to obtain more perspectives on the problem and process while providing a structure to address future problems within the program. I purposefully focused on the parents of current kindergarten DLI students because that is typically the grade where more students leave the program.

In the last few years, the English-only classes district-wide have experienced a dramatic decrease in student enrollment, whereas the DLI classes have not. Even those students who did leave the DLI program were quickly replaced, primarily by newcomer Spanish-speaking students, which has kept the DLI enrollment high. The high enrollment is surprising, given the difficulty of entering a DLI program after kindergarten. English-speaking students are rarely allowed to enroll after kindergarten due to their lack of Spanish language proficiency. However, this influx of Spanish-speaking students may also have a negative impact on the DLI program results. This difficulty is due to the shorter time they have had to benefit from the English language development aspect of the program compared to other students. Therefore, when the first student cohort reaches fifth grade, some may not be fully bilingual or biliterate. Some

opposed to the DLI program may use this as evidence that the program is ineffective. This study serves to counter those arguments and support the DLI program implementation.

Problem of practice (PoP)

The DLI program at Special Elementary school has been experiencing high student attrition since the program's inception in 2019, with the first cohort of students in third grade now at 50% attrition (see Table 1).

Table 1
DI program attrition rates

Cohort	% Attrition
2019-20	50
2020-21	19
2021-22	25
2022-23	4

This high attrition rate could be due to a combination of factors. Currently, no exit survey exists for when parents disenroll their children from the DLI program. Anecdotally, we know that many have left for reasons unrelated to the program itself. Due to the current economic climate in our area, some families have had to relocate out of the area to find more affordable housing. Others have left because their child struggled academically, and they felt that focusing on one language was a better option. However, the fact that the school still needs to provide ongoing support for DLI parents to understand and support the program may be a contributing factor. Enrollment in the program has remained high, which may be misleading since there is still a high student turnover. No one at the school site or district was fully aware of the extent of the attrition problem until this study began.

Based on the Guiding Principles of Dual Language Education handbook that our program is founded on, the school must provide ongoing learning activities to help our families understand, support, and advocate for the DLI program (Howard et al., 2018). The high student attrition has led to an unstable student population. This instability will ultimately harm the DLI program outcomes since many of the students have not been enrolled in the program since kindergarten. Research shows that they must be enrolled from kindergarten through fifth grade to receive the full benefit of the program (Cummins, 1998; Thomas & Collier, 2002).

Review of the literature

Bilingual education has a long and complicated history in this country, and many factors come into play when choosing to implement a bilingual program at a public school. In California, there has been a history of initial support for school programs recognizing the importance of maintaining a child's home language (Petrzela, 2010). In later years, a growing nativist sentiment among political conservatives in California prompted voters to pass Proposition 227, otherwise known as "English for the Children". It eliminated most public school bilingual programs in favor of various English-only practices (CA Legal Analyst's Office, 1998). However, in 2016 voters passed a ballot measure that effectively overturned Proposition 227. This measure allowed school districts to decide what programs to implement to address their English language learners' needs (Hopkinson, 2016). The California Department of Education released the Global California 2030 Initiative two years later. The initiative proposed the ambitious goal of having 50% of the state's student population enrolled in some bilingual program by 2030 (CDE, 2018). This initiative has increased the number of bilingual programs in the state, with the most popular program model being dual language immersion (Stavely & Rosales, 2021; Whiting & Feinauer, 2011).

Program models

There are many different bilingual program designs; however, they are classified into three categories: dual language immersion programs (DLI), transitional programs, and maintenance or heritage programs (Roberts, 1995). Within the categories of dual language immersion and maintenance bilingual programs, there are also subcategories, such as 50/50, 90/10, 80/20, and early exit. In a 50/50 program, instruction is delivered in both languages 50% of the time, beginning on the first day. In a 90/10 program, instruction is provided in the target language 90% of the time in kindergarten and 10% in English. The ratio changes by about 10% every year until fourth grade, where it maintains a 50/50 ratio until fifth grade. A 90/10 model typically develops literacy in the target language first. This model develops English gradually, focusing on oral language development in kindergarten and first grade, with formal English literacy instruction beginning in second grade (Roberts, 1995). DLI and maintenance programs follow either the 90/10 or 50/50 model, although the 90/10 model is usually more successful in developing the target language (Thomas & Collier, 2002).

Understanding the design of a specific program can help school leaders analyze what dynamics may be at play (Palmer, 2010). Due to various political factors, the geographic location and ratio of Spanish-speaking to English-speaking students can impact program implementation (Hempel et al., 2012). A nativist political ideology would be opposed to any program that appears to show a preference for a language other than English. Anti-immigrant sentiment can influence attitudes toward DLI programs as well. Special Elementary School is located in a semi-rural area that has experienced a recent influx of Mexican and Central American immigrants. Some staff and non-DLI parents are resistant to the DLI program goals and methods, possibly due to the aforementioned political factors.

Benefits

Bilingual education goes beyond just learning a second language; it involves identity development, heritage preservation, and diversity (Dorner, 2011; Farruggio, 2010; Gerena, 2010; López, 2010; Palmer, 2010; Pimentel, 2011; Whiting & Feinauer, 2011). This is why the leaders of the DLI program model have developed three pillars that act as a foundation for any DLI program in the United States. The three pillars are:

- 1) Bilingualism and biliteracy
- 2) High academic achievement
- 3) Sociocultural competency

When guided by these pillars, a DLI program goes beyond just teaching students to speak, read, and write in two languages but also how to navigate cultures other than their own. Learning the language of a people group opens the door to understanding the culture much more in-depth than would be possible otherwise.

Much controversy exists over the benefits and disadvantages of bilingual education, which is frequently lumped together in one category without considering the fundamental differences in the various types of programs. Many studies have shown the importance of building a solid foundation in a student's native language to facilitate the acquisition of academic English. The time needed to develop this foundation is five to seven years (Calderón & Cummins, 1982; Thomas & Collier, 2002). Thomas and Collier (2002) conducted a longitudinal, large-scale nationwide study of various bilingual program models to evaluate their effectiveness. The study aimed to determine the long-term benefit of these programs for language minority students, specifically regarding academic achievement. The findings showed that the most effective model for improving academic achievement is the 90/10 dual language immersion or

maintenance bilingual programs in conjunction with a socioculturally supportive school environment.

Although many native English speakers benefit from acquiring a second language through DLI programs, the model's positive impact on English learners is the most significant benefit. For example:

- A meta-analysis of bilingual education research by Greene (1997) showed that “the use of at least some native language in the instruction of limited English proficient children has moderate beneficial effects on those children relative to their being taught only in English” (p. 103).
- Slavin and Cheung (2003) found that “many of the studies showing positive effects of bilingual education use paired bilingual strategies that teach reading in English and in the native language at the same time” (p. 40).
- Genesee, Lindholm-Leary, Saunders, and Christian (2005) concluded that “ELLs are more successful when they participate in programs that are specially designed to meet their needs (ESL, bi-lingual, etc.) than in mainstream English classrooms” (p. 377)

Recent legislation in California shows an increased appreciation for bilingualism and biliteracy. AB 815 (2011) has created a “State Seal of Biliteracy” that recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The Seal of Biliteracy award can go to a student whose native language is English and who acquires proficiency in a foreign language or to an English learner who is fluent in another language—and becomes proficient in English. More than 165 school districts currently offer the award.

Another benefit of DLI programs is not easily measured. By recognizing our Spanish-speaking students' home cultures and incorporating culturally responsive techniques in the classroom, we can counteract the impact of acculturation on generational family dynamics (Silverstein & Xuan, 1999). This critical cultural aspect relates to the third pillar of dual language education, sociocultural competency. In DLI programs, there is a focus on explicit cultural teaching and exposure. The result is more tolerance, open-mindedness among students, and increased awareness of cultural differences (Gerena, 2010).

Misconceptions

Among the English-speaking and Spanish-speaking communities, there are many misconceptions surrounding bilingual education and DLI programs in particular. One prominent misconception is that parents think bilingual programs' sole purpose is teaching students Spanish. In reality, the goal is to teach them both English and Spanish. That is why dual language education's first pillar or goal is bilingualism and biliteracy (Medina, 2021). It would be a disservice to Spanish-speaking students to deny their English language development; without it, they cannot become "balanced bilinguals". The 90/10 model design requires that English language development focus strictly on oral language development in the program's first three years. The latest research supports this design and shows the importance of oral English language development: "The development of L2 oral language is vital to the school success of ELL students" (Gennese et al., 2005, p. 366).

Another misconception among parents is that if they place their children in English-only classes, they will "learn English faster". The research contradicts this reasoning: "...even students who are in all-English instruction do not begin to show higher intermediate levels of English proficiency for at least four years (i.e., grade 3 or later)" (Goldenberg, 2008, p. 12). The

California Department of Education recognizes the need for primary language instruction for English learners, as is shown in Appendix A: Foundational Skills for English Learners (CDE, 2014). This document supports much of the research findings previously mentioned as part of a framework to be implemented in all schools in California that serve English learners. Along with the Seal of Biliteracy, this seems to be a step in the right direction on behalf of the government to support bilingual education and the maintenance of students' native languages.

Many studies in the past 30 years have evaluated how children acquire a second language. As Calderón and Cummins (1982) stated, "The term acquisition means learning a language without the benefit of a teacher, and the term learning means learning with a teacher" (p. 23). Some of the more critical findings pertain to academic language versus conversational language, called "CALP" (Cognitive/Academic Language Proficiency, also known as "academic language") and "BICS" (Basic Interpersonal Communicative Skills, otherwise known as "social language"), respectively. The same article stated that children develop BICS in a second language reasonably quickly (about two years) but that developing CALP can take five to ten years.

Calderón and Cummins also developed the "iceberg model", which illustrates the theory of "CUP" (Common Underlying Proficiency). This research affirms that people maintain knowledge about content areas and can express it in any language; they do not have to "re-learn" it. This model is essential in the case of bilingual education. Students can learn content and skills in their native language (L1), which they can later express in their second language (L2). Many people, including parents, teachers, and school staff, are "fooled" by a student who may have strong BICS but struggles with academic achievement due to their lack of CALP. This misperception can make them think the child no longer requires specialized language support.

This lack of support can cause many English learners to become long-term English learners (LTEs) and may never achieve reclassification as fluent English proficient.

Conceptual framework

The conceptual framework used in this study incorporates various theoretical frameworks, mainly social capital theory and an empowerment approach to parental involvement (Baquedano-Lopez, 2013). Due to the emphasis on marginalized student populations and educational opportunities for students and their families, an equity and justice framework was also incorporated. According to Blankstein and Noguera (2015), “when students from diverse backgrounds learn together and are taught by teachers who know how to provide differentiated support, all children can benefit” (p. 8). The design of many DLI programs helps achieve equity by ensuring a diverse student population through the language ratio (50% native English speakers and 50% native Spanish speakers) and training teachers in culturally responsive teaching practices. DLI programs also achieve equity by focusing more on the minority language (in this case, Spanish) in the beginning (90%). The goal is to achieve equitable status between both languages at the school since English tends to dominate the discourse, even on the playground (Freire & Aleman, 2021). To elevate the status of the target language (typically Spanish), DLI teachers must serve as language models even if the children practice code-switching in the classroom. Recent research has shown the benefit of translanguaging in the classroom, where students can express themselves in whatever language or language combination they feel comfortable (Vogel & Garcia, 2017). A DLI program can validate students’ non-traditional use of language, but students are also taught academic vocabulary and grammar structures in both languages.

Social capital theory maintains that social networks contain value for individuals (Häuberger, 2011). Social networks can lead to many benefits for those involved, such as finding a job or connecting with resources within the community. The educational system, in many ways, relies on parents' use of social networks to navigate a confusing or obscure system to find the proper support for their children. When we consider that many parents may not be familiar with the U.S. educational system or may not speak the language, social networks become even more vital (Chaparro, S.). In a DLI program, the students learn to become bilingual and bicultural due to the program design. However, their parents often get left out of the equation. This lack of interaction has led to what Chaparro (2020) terms "parallel communities", with little to no interaction between the Spanish-speaking and English-speaking parents, mainly due to the language barrier. Cultural differences are also a factor. This lack of cross-cultural exchange is a loss for both groups, especially for those parents not familiar with the dominant culture and how to navigate an educational system that may be foreign to them. The leaders of DLI programs can be catalysts for change in these communities to benefit all involved.

Social capital theory is a basis for the intervention design and data analysis since research participants bring various resources, knowledge, and cultural practices to the table. Such resources and knowledge may include familiarity with technology and the American educational system (Schuller & Thiesens, 2010). Data collected must consist of demographic information to assist the analysis and provide a frame of reference for interpretation. Due to the diversity of cultural and educational backgrounds, any educator involved in fostering interaction between members of different cultures and ethnicities must be aware of the dynamic at play within the environment.

This diversity can affect how participants respond to the intervention or any feedback they provide. For example, Latino immigrant parents usually will not question teachers or the school, even when they need clarification on aspects of the program. As stated by Olivos and Lucero (2020), “Research has long documented that Latino parents tend to express high levels of satisfaction with schools and their academic programs, irrespective of how well they understand the programs or how well their children are doing in school” (p. 1220). These cultural differences can lead to inequities within a particular school or program going unaddressed. Occasionally, school staff may judge parents based on a perceived lack of concern or involvement in their child’s education. School leaders must be aware of these differences and attempt to uncover any implicit biases held by staff members to foster a more inclusive environment.

Educators must be conscious of how a lack of a certain kind of social capital can impact parental involvement, especially in DLI programs. In this context, how the school promotes the DLI program within the community shows a need for more awareness of different cultures. English-speaking, well-educated parents typically seek program information online through social media or the school/district website. Spanish-speaking parents are less active in seeking information about the program but are more reachable through word-of-mouth or in-person interactions. When the school promotes a DLI parent information meeting to recruit parents for the program, they must utilize various strategies to reach parents. This lack of awareness has led to difficulty in achieving the 50/50 ratio of students in the DLI kindergarten classes. The English speaker slots fill up very quickly, and there is usually a waiting list for the kindergarten class. The Spanish speaker slots are much slower to fill up, which may be attributed to the need for an appropriate promotional strategy. Spanish speakers are sometimes excluded from the program

when the district fills classes with English-speaking students instead of waiting for more Spanish speakers to enroll.

Since enrollment and retention in a DLI program is a choice the parents must make, parental involvement is key to the success of any program (Alanis & Rodriguez, 2008). However, traditional parental involvement can become school-centered and individualistic, so a different approach is needed when working with diverse student and family populations. Traditional parental involvement approaches can perpetuate oppression patterns in already marginalized communities. As Baquedano-López (2013) states, “Typical parental involvement practices often marginalize lower-income and racial minority parents while creating pathways of access for White and middle-class parents” (p. 24). An empowerment approach to parental involvement considers the knowledge families bring and incorporates culturally relevant practices into events such as family literacy night and other parent meetings. When designing any parent outreach program, school leaders must be conscious of the dominant cultural practices that shape these experiences for parents and what kind of lasting effect it may have on their perceptions of themselves, their children, and the school.

Another factor that can impact parental involvement and parents' decisions to keep their child in a DLI program is their confidence in their decision-making abilities regarding their child's education. This confidence is also known as family efficacy, defined by Kao and Caldwell (2015) as “a family's belief in its ability to produce a desired outcome” (p. 217). Efficacy beliefs are fundamental to human development in a variety of domains. Student and teacher self-efficacy is most commonly associated with education through growth mindset practices. Self-efficacy can also be seen in the medical field regarding patients' beliefs in their ability to recover from a chronic illness or condition. However, these efficacy beliefs focus on

individual capacity, whereas family efficacy is focused on the family unit “working collectively to overcome various situations and conflicts” (Kao & Caldwell, 2015, p. 218).

Individual self-efficacy regarding one’s parenting abilities is also known as parenting efficacy. An individual’s level of parenting efficacy can impact their children’s development and adolescent risk behaviors. Studies on family efficacy have focused mainly on family functioning and familial relationships (Bandura, 2011). More research is needed to assess the role of cross-cultural dynamics on family efficacy, especially in immigrant families. However, DLI programs are uniquely situated to allow parents to support each other while navigating what, for many, is a new experience.

DLI program leaders must be aware of the diverse efficacy beliefs of the families who enroll their children in the program to better understand and support these families. In a DLI program, parents must have a high level of confidence to, at times, defend their choice to place their child in the program when challenged by friends and family members. Children may struggle emotionally and academically, especially in the program’s first years, which is why the school needs to provide support. Other DLI parents can also provide this support, but the school can play an essential role in fostering community among parents through events and parent meetings.

Significance

This research aims to prevent further student attrition by increasing DLI family efficacy and fostering cross-cultural relationships among DLI parents. Based on the previous research, fostering cross-cultural competency and a sense of community among DLI parents will also help build social capital and increase family efficacy. This will ultimately lead to the Special School’s DLI program fulfilling its mission of equity and justice for all by keeping students in the

program. While this improvement science study is localized to one school building, the knowledge gained from the results might benefit other schools with similar programs and challenges. Lower student attrition will produce a more stable student population, which should also positively impact student learning outcomes and recruitment. By staying in the DLI program until at least 5th grade, students will receive the full benefit of the program and fully develop their biliteracy and bilingualism. A stable student population can also benefit program recruitment to show the long-term benefits to prospective parents. Parents who have had their children in the program long-term can also serve as mentors to new parents.

In her study of foreign language immersion program attrition, Boudreaux (2009) states that “in leaving [immersion programs] early, students discard their investment of time and efforts without giving themselves a chance to reach all the benefits” (p. 3). DI programs also have the potential to close the achievement gap for Latino students and provide an invaluable opportunity for all students to gain a second language and acquire sociocultural competency (Thomas & Collier, 2002). The DLI program can significantly impact the community through cross-cultural connections and community building among parents. If parents are adequately educated and engaged, hopefully, their children will remain in the program for the duration (K-5th grade). The school must properly support parents through ongoing learning activities and culturally responsive family engagement. Without the proper guidance and support, a DLI program will struggle to meet its full potential as laid out in the program goals. The benefits for the community, both academically and socially, far outweigh any risks or additional costs associated with a DLI program.

There needs to be more literature available on DI student attrition within elementary schools in the state of California. This research could provide valuable insight into this problem,

especially from a continuous improvement perspective. I am also unaware of any improvement-science research related to DLI enrollment or family engagement. These two aspects of DLI programs are linked, whereby improving family engagement may increase DLI program enrollment.

Ethical considerations

Participation in the NIC meetings, focus groups, and parent meetings was entirely voluntary, with steps taken to create a safe environment and norms established to encourage respectful interactions (see Appendix A). Childcare was provided by certified district personnel on-site during the parent meetings so all parents could participate. To ensure equity of participation, the teacher (myself) acted as facilitator and interpreter for Spanish-speaking parents. English-speaking parents often dominate the conversation in these parent meetings due to the language barrier. Typically translation is provided to a group of parents at the back of the room or through electronic devices such as headphones. This practice impedes the Spanish-speaking parents' ability to interact in the meetings and share their insights or questions. By serving as facilitator and interpreter, I could elicit responses from all parents to share with the group.

I used bracketing when reporting on parent and NIC meetings due to the position of power I hold over parents as the teacher of their children. Within the NIC, I was considered a source of knowledge and leadership within the DLI program due to my experience and being the founding DLI teacher. However, I do not hold a position of authority over any NIC members. Pseudonyms were given to all identifiable information, including, but not limited to, the school, district, county, parent names, and names of the NIC members.

I obtained Informed Consent from the parents (see Appendix B) and the NIC members (see Appendix C). All data collected was kept in a secure location on my personal computer, with any identifying information concealed for privacy. I kept any handwritten notes in a locked file cabinet in my home. I used assigned pseudonyms to ensure anonymity throughout the research process. Any recordings were made using a secure recording app on my personal cell phone and were not labeled using any identifying information. Due to the small sample size, I took steps to ensure anonymity when presenting data to the NIC. For example, I removed any language in the notes that could lead to identification (i.e., “my other child in DLI second grade” was changed to “my other child in the DLI program”). When establishing the team norms for the NIC and parent meetings, I emphasized the importance of confidentiality to ensure the fidelity of the project and the safety and well-being of all participants.

Definition of terms

Bilingual: A person who can speak two languages at a functional level even if he/she may be more proficient in one than the other.

Bilingual education: any use of two languages in school – by teachers or students or both – for various social and pedagogical purposes (National Association for Bilingual Education, 2014).

Biliteracy: the state of being literate in two or more languages in speech and writing.

Dual language immersion: a bilingual education program model where half of the students are native English speakers and the other half are native speakers of the target language

English-only class: A class where English is the only mode of instruction for all students.

English-Language learner: A person acquiring English and whose first language is not English.

Language acquisition: The process of learning a native or a second language without the help of a teacher.

L1: A person's native language, which was learned first according to the social and cultural context, also known as the mother tongue.

L2: The second language acquired by the minority language individual.

Latino: A person of either Mexican, Mexican-American, Chicano, Central American or South American descent.

Immigrant: An individual who was not born in the U.S. but is now residing in this country.

Target language: The language other than English that is taught in a bilingual education program

90/10 program: A bilingual program usually implemented from kindergarten through 6th grade, where instruction begins in kindergarten with 90% in Spanish, 10% in English, and the English portion increases by 10% each year until reaching 50% of both languages, which is maintained from fourth through sixth grade.

Chapter 2

Methodology

This study utilized an improvement science framework consisting of iterative cycles over a 90-day period to address an agreed-upon aim and problem of practice. According to Crow et al. (2019), “Defining features characterizing the science of improvement include cyclical rather than linear approaches, emphasize collaborative over administrative research designs and focus on formative data to guide improvement projects and initiatives” (p. 6). Bryk (2020) defines improvement research as “iterative cycles of testing possible changes against data, and then typically revising, retesting, and refining these change ideas to work well across diverse conditions” (p. 11).

As part of an Improvement Science Dissertation in Practice (ISDiP), the first step was forming a committee of interested stakeholders known as a Networked Improvement Community (NIC). This committee met at least once a month to plan and monitor the implementation of an intervention designed to address the problem of practice mentioned in the previous chapter. At the end of the 90-day cycle, the committee then decided how best to move forward based on any measurable improvement toward the aim or purpose of the study.

Improvement science research typically uses the Plan, Do, Study, and Act (PDSA) cycle or the Strategize, Implement, Analyze, and Reflect (SIAR) cycle for continuous improvement. I chose the SIAR model because it would better describe my study’s steps, especially the final step, which is more accurately described as reflect instead of act. The committee utilized the SIAR process through the collaboration of the NIC, which consisted of teachers, administrators, classified staff, dual language immersion (DLI) parents, and community members. This process provided the structure to the 90-day improvement cycle to develop and monitor an intervention

designed to improve family engagement in the DLI program. The ultimate goal or aim of the intervention was to reduce student attrition.

Population and sampling

To provide a more accurate perspective on the problem of practice, I first selected the NIC participants to represent all stakeholders at the school site. Due to their contact with the parents through daily interactions, I invited all DLI teachers to share their perspectives and input on the process. Three of the four DLI teachers could attend at least one NIC meeting. The community members could not participate in any NIC meetings, but all other invited stakeholders were able to attend most of the NIC meetings. I compiled the demographics of the NIC members to include their position, native language, years of experience in education, years of experience in DLI, and gender (see Table 2).

Table 2
NIC participants

Position	Native language (L1)	# years experience in education	# years experience with DLI	Gender
DLI teacher	English	16	4	Female
DLI teacher	English	6	6	Female
DLI teacher	Spanish	6	3	Female
Site principal	French	20	2	Male
District Special Programs director	English	22	2	Female
English-only teacher	English	30	0	Female
Bilingual paraeducator	Spanish	1	1	Female
DLI parent	English	0	4	Female
DLI parent	Spanish	0	4	Female

Demographic summary

The participants for each group in this study (NIC, focus groups, survey respondents, and parent meeting attendees) were selected differently. For the NIC, I invited 12 stakeholders, including site and district administrators, DLI teachers, English-only teachers, DLI parents, classified bilingual staff, and at least one community member. Of those invited, nine chose to participate or attend each monthly NIC meeting. I used the following categories for the demographic summaries: gender, ethnicity, native language, age, and education level (see Table 3). Of those invited, nine were able to participate in the NIC meetings. All NIC members signed a consent to participate before the meetings began (see Appendix C).

The participants in the two focus group interviews were selected based on the length of enrollment in the DLI program and their home language. To accurately represent the experiences and needs of parents in the DLI program at Special School, I invited three parents from each language group (English and Spanish) to participate for a total of six participants. All those invited chose to participate and signed a consent form before conducting the interviews.

The only requirement for the participants for the parent meetings and surveys was that they must have a child currently enrolled in the DLI kindergarten class. A total of 20 participants attended at least one of the parent meetings. All parent meeting participants signed a consent form their first time attending a meeting. There were 12 survey respondents for both the pre- and post-intervention surveys. The only requirement to participate in the survey was their attendance at the first parent meeting. The post-intervention survey was administered to the same 12 participants at the fourth parent meeting, although some were not present, so the survey had to be sent to their homes and returned. One respondent did not complete the school fit survey post-intervention.

Table 3
Demographic summary

	NIC participants		Focus group participants		Parent meeting participants		Survey respondents	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender								
Male	1	11	0	0	6	30	4	33
Female	8	89	6	100	14	70	8	67
Ethnicity								
Caucasian	3	33	2	33	5	25	4	33
Latino/a	3	33	3	50	12	60	5	42
Multiple ethnicities	3	33	1	17	3	15	3	25
Native language								
English	5	56	3	50	8	40	8	67
Spanish	3	33	3	50	12	60	4	33
French	1	11	0	0	0	0	0	0
Education level								
Less than high school	0	0	0	0	5	25	1	8
High school graduate	2	22	4	67	12	60	7	58
Some college	0	0	0	0	3	15	4	33
Bachelor's degree	3	33	2	33	0	0	0	0
Graduate degree	4	44	0	0	0	0	0	0

Strategize

For the initial strategizing meeting, I presented information about improvement science and the definition of an ISDiP. I also introduced the aim of the ISDiP (improving DLI student attrition) and the process I used to determine the problem of practice (root cause analysis). Usually, this process would occur during the first NIC meeting, but I had to do this beforehand due to time constraints and the nature of the ISDiP. I did explain to the NIC the process I followed to arrive at the problem of practice and the reasoning behind the aim of the study. All NIC members agreed that student attrition was a valid concern that we must address.

I also presented to the NIC information from the Guiding Principles for Dual Language Education handbook (Howard et al., 2018) and the DLI program's annual program evaluation. The annual evaluation is drawn directly from the handbook and should be completed by the site principal and all DLI teachers to guide the program and provide a focus for improvement. Unfortunately, that has not been the case since only one DLI teacher has completed the evaluation for the past two years. Based on this data and prior group discussions, family engagement was determined to be the area needing improvement.

The NIC also viewed and discussed real-time student enrollment data, focus group interview data, and the pre-intervention survey results. I was the only one performing the actual data analysis to present the results at the monthly NIC meetings to inform the continuous improvement process. Before the first NIC meeting, I conducted two separate semi-structured focus group interviews (one in English, one in Spanish) with three Spanish-speaking and three English-speaking current DLI parents. The interviews aimed to inquire about their experiences with the program, their specific needs, and how they might become advocates for the program (see Appendix D). The interviews were recorded and transcribed in both English (see Appendix

E) and Spanish (see Appendix F), and I translated the Spanish transcript into English to assist in data analysis. I formulated the following research questions to guide our study and presented them at the initial strategizing meeting. For the purposes of brevity, ‘intervention ’indicates “three monthly parent meetings and weekly informational messages designed by the NIC.”

Research questions

1. To what extent do DLI kindergarten parents 'participation in the intervention increase the family efficacy scores over time?
2. To what extent do DLI kindergarten parents 'participation in the intervention positively impact the school fit survey results?
3. To what extent do DLI kindergarten parents 'participation in the intervention positively impact the observable student learning behaviors?
4. What needs do DLI parents express in order to feel more confident to become DLI program advocates within the community?

Note that the first three research questions utilized survey research but the last used focus groups.

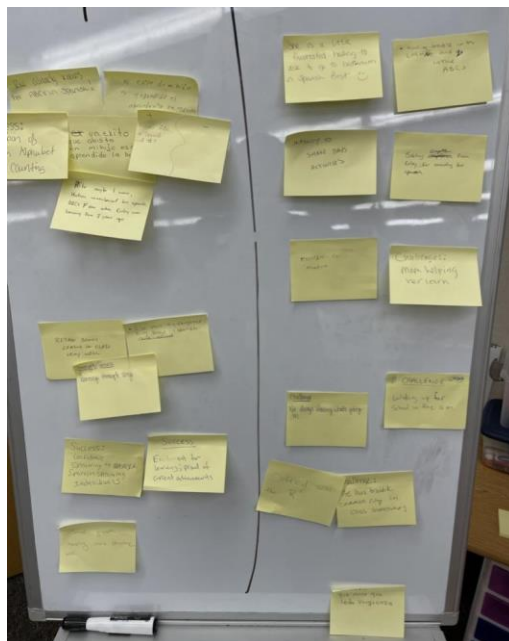
Implement

Parent meetings

As the DLI kindergarten teacher, I was responsible for holding the monthly parent meetings in the evening at the school site to present information about the program based on the input from the NIC regarding second language acquisition, DLI program structure, and building community. Childcare was provided by certified district personnel. At the first and last parent meetings, I conducted three family engagement surveys from Panorama Education (see Appendices G, H, & I) with the same group of 12 participants (Kindergarten DLI parents only). I administered the surveys on paper only due to some participants 'lack of access to technology.

The surveys used a five-point Likert scale and three open-ended responses to assess any impact attending the parent meetings may have on family efficacy, perceived school fit, and student learning behaviors. Due to their possible effect on student attrition, I chose these family engagement surveys.

I obtained parent feedback through sticky notes at the first two parent meetings in a “Successes and Challenges” activity. I gave parents sticky notes to write down one success and challenge they have seen with their child being in the DLI program. They then placed the sticky notes on the corresponding chart column (see Figure 1). I facilitated a discussion by first reading aloud each sticky note and grouping them on the chart by similarities. Participants could provide any clarification needed at this time, and the teacher could also address any concerns. The purpose of this activity was to help the parents see that many of them share the same problems and successes, which helps foster community and build social capital. I shared the parent feedback at each subsequent NIC meeting (see Appendices J & K).

Figure 1*Photo of parent feedback*

I presented a simplified version of the survey focus areas at the second parent meeting and conducted a brainstorming session in small groups. The focus areas were:

1. Connecting with other parents
2. Ensuring your child's learning needs are being met in school
3. Learning stamina

Based on the pre-intervention survey data, these focus areas were derived from the five focus areas presented to the NIC. During the same session, the parents brainstormed ways the teacher or school could help address these areas of concern. Each group was assigned one bilingual parent to facilitate the discussion and serve as a “language broker”. The parents recorded their ideas on paper, and I then compiled each group’s responses in a single document to present to the NIC for discussion (see Appendix L).

At each parent meeting, we began with introductions since new DLI kindergarten parents were always attending each session. I also facilitated “getting to know you” activities so parents

could feel comfortable and connected. At the second parent meeting, I passed around a sign-up sheet for a class directory and compiled names and phone numbers to distribute to all parents. I labeled each parent by language spoken and included a short script in both English and Spanish to set up playdates.

Analyze

I included this step of the SIAR cycle in the first, second, and third NIC meetings since we were continually analyzing data and parent feedback from the monthly meetings. I also presented more information to the NIC on the essential features of DLI programs at each meeting in the form of peer-reviewed journal articles.

Data analysis

We analyzed the data collected throughout the 90-day cycle to inform the process. The results from the pre-intervention survey were presented to the NIC at the first Strategize meeting using descriptive frequencies to assist in planning the content and structure of each parent meeting. There were a total of 22 Likert scale survey questions.

At the first meeting, the NIC selected one to two areas from each survey to focus on for the content of the subsequent parent meetings. We chose those areas because they had the lowest number of parents who rated themselves as average or above average in each area. The focus area questions from the surveys were as follows:

1. How confident are you that you can motivate your child to try hard in school?
2. How confident are you in your ability to connect with other parents?
3. How often does your child read for fun?
4. How often does your child give up on learning activities that s/he finds hard?
5. How comfortable is your child asking for help from school adults?

The three open-ended survey question responses were compiled separately for each survey category (family efficacy, learning behaviors, and school fit) and presented to the NIC for discussion at the first and last meetings (see Appendices N & O).

Qualitative findings

This study collected qualitative data using open-ended survey questions, field notes, and focus group interviews. The two focus interview transcripts were analyzed using open coding in the MAXQDA program. First, I used in-document memos to augment the data and record preliminary ideas. The next step was to segment the transcripts by interview questions and apply codes to each section. The codes used to analyze the focus group data were as follows:

- Concern for academics
- Concern for cultural appreciation
- Positive experience
- Negative experience
- Family support
- Connecting with other DLI parents

The relevant themes were presented to the NIC to frame the problem of practice and provide a roadmap for Dual language immersion (DLI) parent experiences and needs at Special School. I presented the focus group data to the NIC at the initial strategize-phase meeting, and members noted similarities and differences between the two language groups. It was mostly the English-speaking parents who were excited about the opportunity for their child to connect with people from other cultures but were also concerned with not being able to support their child's learning due to the language barrier. The Spanish-speaking parents emphasized the importance of communicating with family members in Spanish and future job opportunities.

In subsequent meetings, the NIC was able to draw on these themes when planning the content and format of the parent meetings to address the concerns of each group and build upon the positive aspects of the DLI program. Field notes were also taken at each parent meeting to report to the NIC and assist in planning future meetings.

I coded the open-ended survey questions using MAXQDA and shared the results at the initial NIC meeting. The following themes emerged:

- More parent-parent interaction at school.
- A desire for at-home tools/strategies.
- It helps to support and interact more with their children at home.
- Need for more bodily-kinesthetic, hands-on activities in school.

The responses to one of the open-ended questions from the learner behaviors survey, “If another parent asked your advice for getting their child to be a more motivated learner outside of school, what suggestions would you give him/her?” were compiled in a bullet point one-page handout. The handout was distributed to all parents at the following parent meeting to share their ideas (see Appendix M).

Quantitative findings

The pre- and post-intervention survey data were analyzed using Google Sheets and presented to the NIC at the first and final meetings using descriptive frequencies for each survey item. I used a five-point Likert scale from Panorama Education for each parent survey. Due to the nature of each survey item, I used various scales for the survey responses (see Table 4).

Table 4
Survey scales

Survey	Question #	1	2	3	4	5
Family efficacy	1-7	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
Learning behaviors	1, 6, 8	Almost never	Once in a while	Sometimes	Frequently	Almost all of the time
Learning behaviors	2	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
Learning behaviors	3	Not motivated at all	Slightly motivated	Somewhat motivated	Quite motivated	Extremely motivated
Learning behaviors	4, 5	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
Learning behaviors	7	Not easily at all	Slightly easily	Somewhat easily	Quite easily	Extremely easily
School fit	1, 3, 5, 7	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
School fit	2	No belonging at all	A little bit of belonging	Some belonging	Quite a bit of belonging	Tremendous belonging
School fit	4	Not good	Slightly good	Somewhat good	Quite good	Extremely good
School fit	6	Not comfortable at all	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable

The overall means were calculated for each survey category and compared pre- and post-intervention (see Table 5). Based on the various survey scales, the overall survey means were as follows:

Table 5
Overall survey means

Survey category	Pre-intervention	Post-intervention
Family efficacy	4	4.3
Learning behaviors	3.4	3.4
School fit	4.2	4.5

Note. Scores based on a 5-point Likert scale

I calculated descriptive frequencies for each of the 22 Likert scale survey items and presented them to the NIC. The committee compared the results pre- and post-intervention in each of the five focus area questions to determine the impact of the intervention. The pre- and post-intervention survey results showed an increase in four out of the five focus areas. The most significant increase was in question #2 of the family efficacy survey concerning how well they feel they can connect with other parents (see Table 6). The pre-intervention results showed that 58% of respondents felt quite confident or extremely confident in their ability to connect with other parents. The post-intervention results show 67%, which is a 9% increase. The mean increased from 3.75 (somewhat confident) to 4.3 (quite confident).

Table 6

Frequencies for Question 2: Family efficacy

How confident are you in your ability to connect with other parents?

Response	Pre-intervention		Post-intervention	
	<i>n</i>	%	<i>n</i>	%
Not confident at all	0	0	0	0
Slightly confident	0	0	2	17
Somewhat confident	5	42	2	17
Quite confident	6	50	5	42
Extremely confident	1	8	3	25
Total	12	100	12	100
Missing	0	0	0	0
Total	12	100	12	100

For question #5 of the family efficacy survey, pre-intervention results showed that 92% of parents felt quite confident or extremely confident in their ability to ensure that the school meets their child's learning needs (see Table 7). Post-intervention results showed no change, although the number of slightly confident decreased to 0%, and the number of somewhat confident increased by 8%. The mean increased from 4.1 to 4.4.

Table 7

Frequencies for Question 5: Family efficacy

How confident are you in your ability to make sure your child's school meets your child's learning needs?

Response	Pre-intervention		Post-intervention	
	<i>n</i>	%	<i>n</i>	%
Not confident at all	0	0	0	0
Slightly confident	1	8	0	0
Somewhat confident	0	0	1	8
Quite confident	8	67	5	42
Extremely confident	3	25	6	50
Total	12	100	12	100
Missing	0	0	0	0
Total	12	100	12	100

The learning behavior survey was divided into positive and negative learning behaviors. The pre-intervention survey results for question #1 of the learning-behavior survey showed that 33% of the respondents said their child read for fun frequently or almost all the time (see Table 8). Post-intervention results show no change. However, the mean increased from 3.2 to 3.8 (sometimes), which is good since this is a positive learning behavior.

Table 8

Frequencies for Question 1: Learning behaviors

How often does your child read for fun?

Response	Pre-intervention		Post-intervention	
	<i>n</i>	%	<i>n</i>	%
Almost never	1	8	1	8
Once in a while	1	8	4	33
Sometimes	6	15	3	25
Frequently	3	25	3	25
Almost all of the time	1	8	1	8
Total	12	100	12	100
Missing	0	0	0	0
Total	12	100	12	100

For question #8 of the learning behaviors survey, pre-intervention results showed that 25% of respondents affirmed that their children gave up on learning activities they found hard once in a while or almost never (see Table 9). The post-intervention results showed that number to be 41%, a 16% increase. The mean decreased from 3.1 to 2.7, which is good since this is a negative learning behavior.

Table 9

Frequencies for Question 8: Learning behaviors

How often does your child give up on learning activities that s/he finds hard?

Response	Pre-intervention		Post-intervention	
	<i>n</i>	%	<i>n</i>	%
Almost never	2	17	4	33
Once in a while	1	8	1	8
Sometimes	3	25	2	17
Frequently	6	50	5	42
Almost all of the time	0	0	0	0
Total	12	100	12	100
Missing	0	0	0	0
Total	12	100	12	100

For question #6 of the school fit survey, pre-intervention results showed 75% of respondents affirmed their child felt quite comfortable or extremely comfortable asking for help from school adults (see Table 10). The post-intervention results show 67%, which is an 8% decrease. However, the mean remained the same. This survey also lacks a respondent, which could have significantly impacted the results due to the small sample size.

Table 10

Frequencies for Question 6: School fit

How comfortable is your child in asking for help from school adults?

Response	Pre-intervention		Post-intervention	
	<i>n</i>	%	<i>n</i>	%
Not comfortable at all	0	0	0	0
Slightly comfortable	0	0	0	0
Somewhat comfortable	3	25	3	25
Quite comfortable	7	58	6	50
Extremely comfortable	2	17	2	17
Total	12	100	10	92
Missing	0	0	1	8
Total	12	100	12	100

Reflect

At the final NIC meeting, I presented the comparison of the pre- and post-intervention survey data, participant attendance data, and overall parent feedback. I also showed the most current DLI enrollment data; any changes were noted and discussed. I collected attendance data to analyze along with the survey results. Attendance at the meetings could be a factor in improving the focus areas. Finally, the NIC discussed the possibility of future interventions. Much of these discussion items are presented in the following, final chapter of this ISDiP to frame them within the context of the data from this chapter and the conceptual framework from chapter one.

Chapter 3

Discussion of findings

This study aimed to reduce student attrition in the DLI program at Special School. Unfortunately, it is difficult to determine the intervention's impact on student attrition in such a short timeframe. However, this was the first time in four years that no students left the DLI kindergarten class in the first weeks or months of the school year. It is hard to say whether this could be attributed to the intervention, but it is an improvement.

My goal was to move away from a school-centric approach to parental involvement and show respect and value for what the parents brought to the table and their concerns. Schools often assume we know what is best for parents instead of asking them what they need. This is why the format of the parent meetings drew from an empowerment parental involvement model. I sought input from the parents at every meeting to bring back to the NIC to inform the planning of future meetings. I tried to keep the process as transparent as possible with the parents to avoid them feeling like this was being done *to* them instead of *with* them.

After the 90-day improvement cycle, the Networked Improvement Community (NIC) compared the pre- and post-intervention survey data to determine the impact of the monthly parent meetings on the problem of practice (DLI parent engagement). There was an improvement in nearly all areas, including family efficacy, student learning behaviors, and the perception of school fit. These increases could be due to the parent meeting content and structure, which the NIC used to address the specific concerns raised through the focus groups and survey responses. The increase could also be due to a social desirability bias or acquiescence bias, mainly due to the cultural background of some respondents. Most likely due to Latino parents' high respect for

their children's teachers, their responses were overwhelmingly positive. They sometimes struggled to articulate any criticism of the school or the DLI program.

The quantitative survey results corroborate the conceptual framework in chapter two, specifically regarding social capital and family efficacy. The NIC designed an intervention that encouraged parents to connect and share knowledge, which helped them to build their social capital. Providing a safe space for parents to get to know each other and share their successes and challenges in a new program increased their confidence in their decision to enroll their children in the DLI program. The post-intervention survey results demonstrated this positive correlation between social capital and family efficacy.

The NIC also discussed the qualitative findings from the focus groups, open-ended survey questions, and observational notes from the parent meetings. During the focus group interviews, the Spanish-speaking parents initially had nothing negative to say about the DLI program or their experiences. However, once someone mentioned a negative experience, the others felt comfortable sharing their experiences and offering suggestions for how the school could improve in those areas. This hesitancy to speak negatively of the program was in contrast to the English-speaking parents, who more readily offered suggestions and critiques based on their experiences. These findings showed some concern on behalf of the parents regarding support for the dual language immersion (DLI) program from the school. The support they would like to see is more Spanish resources for students to access, such as books, more bilingual office staff, and DLI classroom support. The research supports the need to address these concerns, especially regarding the essential elements of successful dual language programs (Alanis & Rodriguez, 2008; Howard et al., 2018).

Parent feedback at the meetings was very positive and showed an openness on behalf of the participants to connect and learn from each other. This interaction was a critical aspect of the parent meetings. From a social capital perspective, building relationships among the parents would encourage the mutual sharing of knowledge and experiences, which is one way to increase social capital. Sharing this knowledge could benefit parents less familiar with the DLI program design and goals and how to navigate our educational system. This exchange, in turn, could also help increase parents' confidence and family efficacy by developing a better understanding of the DLI program and how to support their children.

Limitations

One limitation is that meeting attendance was inconsistent, which impacted the intervention results. Also, I could not select the survey participants to ensure a more representative sample since I had to rely on those parents who were present at the first meeting. Attendance was also a limitation in the operation of the NIC. One factor underlying the attendance was that this study was not initiated by the site or district administration, so participation was seen as voluntary. This inconsistency also impacted the process since NIC members were only sometimes aware of the prior discussions or data presented to inform their decisions. I had to repeat information from previous meetings to ensure everyone was on the same page.

Another limitation was in the data analysis process. After the data collection process was complete, I realized I should have included a brief demographic survey for the parent survey participants, NIC members, and focus group participants. I had to follow up with some participants to obtain this information, which I was fortunate to access. In the future, I would include some way to obtain demographic information beforehand.

Research on student attrition in DLI programs is minimal. An improvement science approach to the problem of student attrition in DLI programs is beneficial and practical for school leaders, especially those with newer programs. Also, this study shows the need for incorporating a parent-centered approach to family engagement and encouraging parent-to-parent interactions and relationships to increase social capital and family efficacy. Ultimately, focusing on these two areas (social capital and family efficacy) can significantly prevent DLI parents' removal of their children from the program due to a lack of confidence or understanding of the program.

Recommendations for further research and practice

Future research should focus on the cultural aspect of family efficacy and how schools can adopt a more culturally relevant approach to family engagement in DLI programs. Finding ways to encourage more cross-cultural interaction among DLI parents is vital. However, before these interactions occur, school leaders must educate parents about cultural identity and differences to avoid negative experiences for both groups. A simple guidebook or manual to assist in this process would be very helpful.

The DLI program evaluation used as the basis for this study is an excellent tool for planning future interventions (see Appendix P). One section can be used at a time to make it more manageable and to gain a more accurate understanding of areas to improve. The evaluation should be completed by a variety of stakeholders invested in the program. The site administrator or DLI program coordinator should take the lead and facilitate discussions during monthly meetings. There is always room for improvement in any program, and this study provides a model that can be followed in many other aspects of DLI program implementation.

As mentioned previously, no one at the school was aware of the extent of the student attrition problem until this study began. This lack of awareness demonstrates the importance of a person or group responsible for tracking this data and looking for solutions to any issues that may arise within the DLI program. A DLI program coordinator who is knowledgeable about current research and able to take the time to collect and analyze enrollment data is much more than a luxury; it's a necessity. In addition to a program coordinator, various stakeholders should form a DLI advisory committee to monitor program implementation and accountability. It is challenging for site administrators with limited knowledge or experience in dual language education to fulfill this role.

A DLI program needs guidance in specific instructional practices that support the development of bilingualism and biliteracy, and parents and teachers must be recruited to the program. An inexperienced site administrator would need to find the time to not only educate themselves on the most recent DLI research and invest time and resources into community outreach. Along with customary administrator duties, this task is nearly impossible, especially in a strand program. It takes a team to collaborate and share responsibilities to build a quality DLI program.

Due to the importance of participation in parent meetings, especially the relationship-building aspect, DLI programs need to find a way to involve more parents. This participation could be in various ways and settings, such as at a local park or online through a private Facebook group. School leaders should be involved in facilitating these interactions to help build a sense of belonging and community for DLI parents. Parent-teacher home visits are another impactful practice that could be incorporated to build trust between the school and the community.

Conclusion

A DLI program has great potential to bridge the gap between two communities, Spanish speakers and English speakers. More importantly, it could address current inequities in our schools, especially regarding our English learner achievement gap. However, before attempting to implement a new program in a community, school leaders must first educate themselves regarding the challenges they will face. They also need to introspect about their cultural identity and implicit bias regarding family engagement before they can foster cross-cultural interactions between parents. This preparation is necessary for more harm than good to be done when unconscious bias goes unaddressed.

This study also showed the importance of transparency and respect for the parents as participants in their children's education. By requesting feedback from parents to bring to the NIC and having DLI parents as members of the NIC, we showed that we valued their input and the skills and knowledge they bring. This supports the empowerment approach to parental involvement by viewing parents as partners and encouraging more parent-parent interactions. A traditional parental involvement model is very school-centric, and parents have little say in the structure and design of parent learning activities.

Using the Guiding Principles of Dual Language Education (Howard et al., 2018) as a guide, DLI programs can design opportunities for parents to become advocates for their children and the program in the community. Many schools are not tapping into this potential, but parents are perhaps the most invested stakeholders in a DLI program because it is their children's education at stake. If parents are valued and respected as equal partners, and schools provide pathways for parents to contribute, the DLI program will benefit greatly and provide a model for other schools to do the same.

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APPENDIX A
MEETING NORMS

Team Norms

Make sure everyone's voice is heard.

Balance your participation - speak and listen.

Ask questions for clarification to help avoid making assumptions.

Listen actively to teammates without interrupting others.

Clarify when you are advocating vs offering an idea.

Say it now, in the room.

<https://www.enrichingstudents.com/teacher-team-norms/>

#Inclusive Meeting Norms



No Interrupting



Give Trust



Be Transparent



**To Hear Other's
Ideas**

<https://neuralshifts.com/2021/04/01/how-to-run-inclusive-meetings/>

APPENDIX B

CONSENT TO PARTICIPATE - PARENT MEETINGS AND FOCUS GROUPS

Consent to Participate in Educational Research

Dear Parents/Guardians,

You are being asked to participate in educational research conducted by Shannon Zavala as a part of the Doctorate in Education Program through George Fox University. The purpose of the study is to investigate the factors affecting some parents' decisions regarding their child's education. This information is important because it provides information about how Louisiana Schnell School can better support the parents of the Dual Immersion (DI) Program.

Certain people will be asked by Mrs. Zavala to participate in focus group interviews about their experience with the DI program and to share their reasons for choosing to enroll their child in the DI program. The interviews will be audio recorded for better analysis. The responses will then be transcribed to include in the research. The interviews will be completely confidential.

Those who choose to participate in the monthly parent meetings will be asked to complete a series of surveys during the first and last meeting. These surveys will be anonymous and no identifying information will be shared by Mrs. Zavala to anyone either at Schnell or at the university. The surveys consist of a total of 25 questions and should take no longer than 20 minutes to complete.

You may not personally benefit from participating in this research. However, this study may lead to a clearer understanding of parents' decisions regarding their children's education to be able to design parent education strategies that could benefit students and empower parents to make informed decisions about their children's education.

Your survey responses, interview recording, and transcript will be labeled in a way that it cannot be traced back to you by anyone that reads this study. Your participation in this study will also be kept confidential. However, the results of the study as a whole may be shared with the education community and become a matter of public record. Once your responses have been analyzed, they will be kept under lock and key to be destroyed at a later date.

There will be no compensation for participation in this research, other than contributing to a better understanding of parents' decision making. You may request a copy of the research when it is completed if so desired.

If you have any questions about this research, you may contact Shannon Zavala at (916) 524-7440 or by e-mail at shannonzavala@msn.com.

You may decline to be a participant in this study without any consequences. If there are any survey or interview questions that you do not want to answer, you may decline to answer without any negative consequences. Your signature below indicates that you have read this page and agree to participate in the research.

Signature of Participant

Date

Consentimiento para participar en la investigación educativa

Estimados padres/tutores:

Se les pide que participen en una investigación educativa realizada por Shannon Zavala como parte del Programa de Doctorado en Educación a través de la Universidad George Fox. El propósito del estudio es investigar los factores que afectan las decisiones de algunos padres con respecto a la educación de sus hijos. Esta información es importante porque proporciona información sobre cómo la escuela Louisiana Schnell puede apoyar mejor a los padres del programa de doble inmersión.

Ciertas personas serán entrevistadas por la Sra. Zavala en grupo sobre su experiencia con el programa DI y para compartir sus razones por inscribir a su hijo en el programa DI. Las entrevistas serán grabadas en audio para un mejor análisis. Luego, las respuestas se transcribirán para incluirlas en la investigación. Las entrevistas serán completamente confidenciales.

A aquellos que elijan participar en las reuniones mensuales de padres se les pedirá que completen una serie de encuestas durante la primera y la última reunión. Las encuestas serán anónimas y la Sra. Zavala no compartirá información de identificación con nadie, ya sea en Schnell o en la universidad. Las encuestas constan de un total de 25 preguntas y no le tomará más de 20 minutos completarlas.

Es posible que no se beneficie personalmente de participar en esta investigación. Sin embargo, este estudio puede conducir a una comprensión más clara de las decisiones de los padres con respecto a la educación de sus hijos para poder diseñar estrategias de educación para padres que podrían beneficiar a los estudiantes y capacitar a los padres para tomar decisiones informadas sobre la educación de sus hijos.

Sus respuestas a la encuesta, la grabación de la entrevista y la transcripción se etiquetarán de manera que nadie que lea este estudio pueda rastrearlos hasta usted. Su participación en este estudio también se mantendrá confidencial. Sin embargo, los resultados del estudio en su conjunto pueden compartirse con la comunidad educativa y convertirse en un asunto de registro público. Una vez que sus respuestas hayan sido analizadas, se mantendrán bajo llave para ser destruidas en una fecha posterior.

No habrá compensación por la participación en esta investigación, aparte de contribuir a una mejor comprensión de la toma de decisiones de los padres. Puede solicitar una copia de la investigación cuando esté completa si así lo desea.

Si tiene alguna pregunta sobre esta investigación, puede comunicarse con Shannon Zavala al (916) 524-7440 o por correo electrónico a shannonzavala@msn.com.

Puede negarse a participar en este estudio sin ninguna consecuencia. Si hay preguntas de encuestas o entrevistas que no desea responder, puede negarse a responder sin consecuencias negativas. Su firma a continuación indica que ha leído esta página y acepta participar en la investigación.

Firma del participante

Fecha

APPENDIX C

CONSENT TO PARTICIPATE - NETWORKED IMPROVEMENT COMMUNITY

Consent to Participate in Educational Research

Dear Educator,

You are being asked to participate in educational research conducted by Shannon Zavala as a part of the Doctorate in Education Program through George Fox University. The purpose of the study is to investigate the factors affecting some parents' decisions regarding their child's education. This information is important because it provides information about how Louisiana Schnell School can better support the parents of the Dual Immersion (DI) Program and also increase student retention within the DI program.

You will be asked to participate in a Networked Improvement Community (NIC) which will meet on a monthly basis for a total of four (4) meetings from September to December. The purpose of these meetings will be to brainstorm ideas from a variety of perspectives to address the problem of student attrition in the DI program based on multiple data sources. You will also be asked to monitor the implementation of an intervention led by the DI kindergarten teacher consisting of monthly parent learning activities. Data will be collected and presented for analysis by the NIC, and lastly the NIC will reflect on the process and plan for future implementation or expansion.

You may not personally benefit from participating in this research. However, this study may lead to a clearer understanding of parents' decisions regarding their children's education to be able to design parent education strategies that could benefit students and empower parents to make informed decisions about their children's education.

Any notes taken during the NIC meetings will be labeled in a way that your responses cannot be traced back to you by anyone that reads this study. Your participation in this study will also be kept confidential. However, the results of the study as a whole may be shared with the education community and become a matter of public record. Once the data has been analyzed, it will be kept under lock and key to be destroyed at a later date.

There will be no compensation for participation in this research, other than contributing to a better understanding of student attrition and family engagement in DI programs. You may request a copy of the research when it is completed if so desired.

If you have any questions about this research, you may contact Shannon Zavala at (916) 524-7440 or by e-mail at shannonzavala@msn.com.

You may decline to participate in the NIC without any consequences. Your signature below indicates that you have read this page and agree to participate in the research.

Signature of Participant

Date

Consentimiento para participar en una investigación educativa

Estimado educador/a:

Se le pide que participe en una investigación educativa realizada por Shannon Zavala como parte del Programa de Doctorado en Educación de la Universidad George Fox. El propósito del estudio es investigar los factores que afectan las decisiones de algunos padres con respecto a la educación de sus hijos. Esta información es importante porque proporciona información sobre cómo la escuela Louisiana Schnell puede apoyar mejor a los padres del Programa de Doble Inmersión (DI) y también aumentar la retención de estudiantes dentro del programa DI.

Se le pedirá que participe en una Comunidad de mejora en red (NIC) que se reunirá mensualmente para un total de cuatro (4) reuniones de septiembre a diciembre. El propósito de estas reuniones será generar ideas desde una variedad de perspectivas para abordar el problema de la deserción de estudiantes en el programa DI en base a múltiples fuentes de datos. También se le pedirá que supervise la implementación de una intervención dirigida por el maestro de kindergarten de DI que consiste en actividades mensuales de aprendizaje para padres. Los datos serán recopilados y presentados para su análisis por parte del NIC y, por último, el NIC reflexionará sobre el proceso y el plan para la futura implementación o expansión.

Es posible que no se beneficie personalmente de participar en esta investigación. Sin embargo, este estudio puede conducir a una comprensión más clara de las decisiones de los padres con respecto a la educación de sus hijos para poder diseñar estrategias de educación para padres que podrían beneficiar a los estudiantes y capacitar a los padres para tomar decisiones informadas sobre la educación de sus hijos.

Todas las notas tomadas durante las reuniones del NIC se etiquetarán de manera que sus respuestas no puedan ser rastreadas hasta usted por nadie que lea este estudio. Su participación en este estudio también se mantendrá confidencial. Sin embargo, los resultados del estudio en su conjunto pueden compartirse con la comunidad educativa y convertirse en un asunto de registro público. Una vez analizados los datos, se mantendrán bajo llave para ser destruidos en una fecha posterior.

No habrá compensación por la participación en esta investigación, aparte de contribuir a una mejor comprensión de la deserción estudiantil y la participación familiar en los programas DI. Puede solicitar una copia de la investigación cuando esté completa si así lo desea.

Si tiene alguna pregunta sobre esta investigación, puede comunicarse con Shannon Zavala al (916) 524-7440 o por correo electrónico a shannonzavala@msn.com.

Puede negarse a participar en el NIC sin ninguna consecuencia. Su firma a continuación indica que ha leído esta página y acepta participar en la investigación.

Firma del participante

Fecha

APPENDIX D

FOCUS GROUP INTERVIEW QUESTIONS

1. What has your experience been like with the Dual Immersion (DI) program?
2. What made you decide to place your children in the DI program?
3. What did your family/friends think about your decision?
4. How can the school better support you as a parent of a child in the DI program?
5. How comfortable do you feel telling others about the DI program?

APPENDIX E

FOCUS GROUP #1 TRANSCRIPT

SECTION 1

SZ: Okay, so first and we could just kind of go around, you know, it doesn't have to be like, you know, round robin necessarily that kind of ends up being like that. **What has your experience been like with the dual immersion program so far?**

N: The dual immersion program I think is fantastic. I really love that [concealed for confidentiality] is learning a completely different language read, writing, communicating, and the exposure to another culture, the integration of that culture into the classroom and into the school as well is something that I find very important to honor and celebrate. And so I'm very glad to have found another program up here that she could join.

S: Same pretty much. It's, it just has blown my mind, how quickly the kids learn, and how fast they end up learning. In English also, both boys taught themselves how to read. One of them taught themselves how to read in English without me even showing them the words they just, he just picked up a book and just could just read. And this was two years ago, I think first grade. Just it's just insane how, how much their brains can soak up and how advanced they become with both languages, they just academically are just seems so advanced, compared to nevermind, I can't compare it to my daughter. But yeah, it's just it's been really eye opening. You know, I thought that they were going to struggle. I thought there's no way that you can't struggle when you're trying to learn math and learn how to read and write and then learn another language that we don't speak at home. There's absolutely no way they're going to learn anything. And they do they do they learn it all plus more.

A: Same and same. Just like your boys [concealed for confidentiality] did the same thing. He said to me, Mom, I want to learn to read in English. So I pulled out a phonetic book. And without even prompting without any help. He's figuring out sight words that my when I taught second grade, my second graders couldn't have read. So having the exposure to both languages made such a huge difference in that and then that that transition between English and Spanish as far as reading went was amazing. I agree that it's amazing to see the cultures being kind of integrated within our school, and it's growing and growing every year, which makes me really happy. If he while he's embarrassed to speak in Spanish, because we don't speak Spanish. He can do it. He translated yesterday to a Spanish speaking cross country parent that I couldn't talk to. And he did was able to do most of the translation for me. And it was amazing to see that my little boy could like, just start talking to anybody he needs to that speaks Spanish. So it was amazing. Yeah, it's been a great experience.

S: My boys will speak Spanish at home. They'll have conversations in Spanish and I have no idea what they're talking about. Yeah, they can translate an entire paper almost in Spanish to me. But kind of what I was, I guess what my brain was trying to get out was my daughter had [concealed for confidentiality] for kindergarten and first grade. And she went through the Rah Rah books. And I was very, we'd sit down every night and we'd go through these Rah Rah books and I would have her read them forwards and backwards. And then I would skip pages

and I would have her just read this word or that word, just to make sure that she knew what she was doing. But it was so much work teaching a kid how to read. So for me to not-

A: It sounds like it has been more organic with yesh Spanish like

S: yes, thank you

A: definitely seems like it's been more organic I did read and I watched kids learn on a regular basis. Right? And I don't know if it's just because the language makes more sense as far as like syllabification and whatnot. But you know, I learned how to read Spanish because of COVID Thanks to you.

SZ: My little Guided Reading

A: and sitting through zooms with them and then going through and reading with him I learned how to read in Spanish and my vocabulary in Spanish has grown I still can't speak it to save my life. But like that was all you and that was this program and working with my child. So I mean, there's so many benefits that have come out of the experience of this

S: Well, um, how long were they on? How long were we Social or distance learning?

A: two and a half months in 2020, and then '21 we were half the year we were in August to January hybrid.

S: So kinder and first.

A: Yeah, yeah. So about almost a year,

S: so kinder and first. They were learning over the laptop. And then I had I also had a kindergartener, the next year, that was almost full distance learning. And then they had

A: a substitute

S: They haven't had this is the first year

A: this is the first normal year they've had

S: but when I think of that, and yeah, but they are, but they are solid. Yeah, crazy. Yes. They're learning. It has just, it's just mind blowing,

A: you hear about of all the kids that are impacted through learning in English. But it really, it really feels like our kids that have been going to this dual immersion program, and then you would be more the the compass for that. Is Do you feel that they do they? Do you feel that they've lost anything? Because I personally feel they're pretty much where they should be?

SZ: Yeah, well, I mean, this was teaching, here's the my first experience in an actual dual immersion program. So previously, it was all native Spanish speakers. So at the end of Kinder, I was just like, oh my gosh, like, how am I going to keep them Practicing the language? Because like the, you know, reading writing math over summer, but yet well over the computer, Oh, right. When you're just learning. And so I was just, like, scouring the internet trying to find things. So we did like the little flip grid thing where they had made the little videos and like, where they had to record themselves, you know? And so, I mean, I don't know, I didn't really see. Because then so like, last year, I had the kids [concealed for confidentiality]'s class that had done only half of Kinder in person. And it was still pretty comparable to that, that first year. So yeah, I mean, it wasn't, you know, I mean, there was I think there were some kids, like the kids who would have struggled being in person or in English, or, or Yeah, or in English, like those that just struggle with focusing or maturity levels and all that. Like, I think it did probably affect them, you know, and just depending on the parent, parental support at home and stuff, because there was some that weren't doing anything at home. And now they've left the program, too. So, sisters you probably know who it is. Yeah. And so and so it was, like, you know, we wanted to do the best we could by those kids, you know, and I am like, I don't want it. You know, that's my, that's why we keep talking about the third graders now going on, you know, and that it's, it's now at 50% attrition. Only 50% of those kids were in there since kindergarten, when they reach fifth grade, who knows how many it's going to be and they're going to be judging the program based off of those results, those outcomes, right. And so it's kind of like, you know, we have to be able to like section off these were the kids that were there you know, like don't judge the program based off of the whole group, you know,

S: have a lot of them left the school completely?

SZ: Yeah, yeah, most of them

A: more specifically have moved out of state or moved out the county.

S: I know that [concealed for confidentiality] is in another dual immersion. Are any others that we know?

N: I don't know who [concealed] is

A: [concealed for confidentiality] got they found a dual immersion school where they have

SZ: Of [concealed for confidentiality]'s class? Um, I still like that first year was like the most I think like four or five kids, you know, and it was various, we had like, two that left on the first two weeks. So that's factored into the attrition. One that left no two, two more that left in like November or something. One of them moved down to Galt and the other one there somewhere. They're not here at the school, but this is the first time I well except for that first year those two that moved out of DI into English only [concealed] and [concealed]. They're still here. So they

S: That was like right away. I was like that was

SZ: That was when [concealed] got in though

S: yeah

A: That should not count against them. So does that count?

S: [concealed] or for [concealed] moving from English into Spanish?

SZ: So he's Yeah, so he's not considered like so it was the way that I calculated because I was looking at him like how do you do these attrition student attrition rates, it's like the kids that are in there on the first day of, you know,

A: bodies in the seats on the first day on the first day, I think [concealed] is still part of the original class

SZ: so because Yeah, so like, it wasn't even a whole week. There was one that left over the summer because of COVID issues. Yeah. Yeah. And so, so yeah, but it's been kind of deceiving because the numbers have stayed high. So I didn't even realize how bad it was right? Until I sat down and crunched the numbers. And I was like, Oh my gosh, we've had like, almost half of the kids.

A: And then I was gonna say there has to be an asterisk, there has to be an asterisks there that says, you know, this is this was two years of COVID.

SZ: The Pioneer. Well, and also every, it's also a pioneer, what I've discovered the Pioneer group, and all DI programs. I mean, there's not a whole lot of research out there. But I did find one, where they were like, the first year that it's the highest attrition rate, you know, because it's just the first year of the program. And so and that has been true because the other you know, now we have four this this group that I have right now, so far, so good. Nobody has said anything.

A: I know I'm like, there hasn't been a single person that ducked out like, yes.

S: There were a couple of moms out in the parking lot the first week of school, and I was starting to back up and I heard something something something dual immersion. Yeah, I just didn't realize and I pulled back in. Hello. Can I talk to you about dual immersion for a minute? We talked for a while.

A: Can I talk about your child's placement of our school?

SZ: Are they kinder parents?

S: Yes, one of them I think is in here. One of them, I think is with you. Like real hippie type?

SZ: Yes. Green hair.

A: Yeah, there's Well, yeah, she's really sweet. And she's like, she was really good. I really wanted him in that Spanish program. I said, Okay, I said, I said, if your name is on the waiting list, I said, I'm never gonna say anything bad about my son, isn't it? I'm like, a spokesperson for this program. It's amazing. And she goes, Well, like, so is it after school? I said, No, he would leave my class. And he would join that class. And she's like, oh Yeah, that's not what I want. I'm like, that's fine. I was like, let him stay with me. And he'll still get exposure to the Spanish just a very little, but he'll still get it.

SZ: It's thirty minutes once a week.

S: I had a little A little bit of a hard time because I loved [concealed], you weren't in kinder anymore? Yeah. And I knew you just from like the board meet because I was on the dual immersion board to get it here. And then he ended up in [concealed]'s class. And I'm like, Oh, I'm just loving this so much. And then I was like, I just I know that's yeah. But anyways, so yeah. Moving on. Now, I love you so much.

SECTION 2

SZ: I know right? I know that was the thing is like nobody knew me from Adam either. Yeah. So it was a big gamble for everybody. So kind of related to that. **Then what made you decide to place your children in the DI program?**

A: I think my I was one of the biggest supporters when they talked about doing this. I traveled around with [concealed], [concealed] and [concealed] around the state of California and went and visited schools and then gave up my spot in kinder for you so one of the biggest things for me is this is when children learn language so fast, I learned Spanish in high school, I learned French in high school, I took Spanish in college, and my Spanish still sucks. Again, you taught me how to read Spanish, not my other teachers. So knowing that this is the best time for my child to do this, not only does it allow him to have that second language and become biliterate, but on top of that, it allows my child to have this one up in the world that a lot of people do not have. It allows him to have something extra to be proud of, you know, something that he holds on his own within our family. So for me, it was it was a no brainer of this is something that is going to further my child in their life in some way, shape, or form. And I was all for that.

S: Yeah, that's pretty much how I also felt it's kind of personal, though, So I grew up in the Bay Area, my dad was very, very white. He used to say, speak English or get out. Yeah. And I grew up listening to that my entire life. Until the day he died. That's why I mean, I loved him to death, but he was very racist. And I, I went to school with mostly white kids, but you know, there were Hispanic kids, but they were by themselves, they hung out over by that wall. And I saw that trickle into my brother and my sister. And I, I just knew that I was not like him. I'm a very, like,

Why can't everyone just get along? Why can't like why does it have to be this way, That's how I feel. But but having that growing up and listening to that, there's, you know, a part of it that will instill in you when you're young. So I had to work to get rid of that. And I just once I heard that it was going to be here and my kids were going to have the opportunity to be exposed to the opposite of what I was exposed to. Just was like, yes, my kids need this. And I was really afraid to tell my family because they are not as open minded as I am. Especially my sister, who now has a second grader in DI. This program opened her mind. She saw what [concealed] learned, she saw how he could communicate with kids that only spoke Spanish. It's like we have a heavier Hispanic community here than what I ever grew up with. It was just a cow town where I came from. So it really opened her mind to and she's also all for it. And she got a Duolingo app and she tried to start learning herself. I just feel like it's a really great way to just bridge the gap. And I love going to my mom's house and telling my children know, tell her in Spanish. And she's like, Oh my goodness. What did you just say? I can't believe it! Yeah, it was a really deep thing for me. I guess.

N: So my husband's mom who you have the pleasure of knowing is from Cuba, and so that's so she [concealed] my husband and his twin sister were raised in the generation where you didn't speak Spanish or your home language at home, you spoke English you learned English that was that and so his Spanish is only automotive and he took high school Spanish and you know, worked in the auto industry. Exactly. He worked at a Kragen and for a while in a Hispanic neighborhood. But yeah, so we and I had gone my I think it was Elementary. Yeah, my elementary school in North County, San Diego had a large Hispanic community. And there was a little bit of a Spanish Immersion type, they did switch the classes like so happened, it was English, half of it was Spanish. So I had exposure to dual immersion from there. And then there was an English I mean a Spanish only speaking class where their goal was to slowly integrate those kids into all of the English speaking classes. And so there was, you know, that that kind of exposure has been there for most of my life. And so we just had really wanted our kids to learn. And so we made those choices with our nanny that we hired when they were little and then the preschool was a Spanish Immersion preschool. And so that's been something that was very important to us from the beginning. And not that it's the same culture necessarily, but some of the, you know, some of the Hispanic community comes from Honduras, or from El Salvador, or different parts of South America. So well, Spain or whatnot, not as much here. So that was, I think, the largest impetus behind us wanting to do it. We chose to, and why when we moved up here, we were like, Okay, we have to find a school that we can transfer her into. And so, yeah,

A: just how wonderful is that? That her grandmother just happened to work at a dual immersion school?

N: As a Translator no less? So, yes, so she got the royal treatment. Okay, [concealed], [concealed]. Yeah.

SECTION 3

SZ: Well, thank you for that. So, you know, kind of related to a lot of the stuff you guys have talked about, **what did your family and friends think about your decision to put your kids in DI?**

A: I was gonna say, it's your turn to go first.

S: They were like, when I I remember their faces. When I said, [concealed] is going to be in a Spanish dual immersion class, they were like, Huh? And so I explained, it's going to be 90% Spanish, his instruction, all day long. He's going to be in a Spanish class. Their faces were I mean, just like disgust, it was disgust, because because of how I grew up, and, you know, listening to speak English or get out every single day. And their thought was, No, we don't learn Spanish. If you are going to come live here. And I think my brother even said this to me. If you're going to choose to live in America, you are going to learn how to speak English. That was my family's reaction to it. Not my husband, my husband was all for it. But my immediate family was not on board.

SZ: Good thing they were not in charge.

A: [concealed], [concealed] was weary. So my husband was weary just because he's we've never he's like, we don't speak Spanish how are we gonna do this. I'm like, we will make it happen. It's fine. But he trusted, you know, my judgment in that one, which I appreciated. My mom thought it was phenomenal. My dad thought it was phenomenal. My brother could care less. [concealed]'s mom fully supported it. [concealed]'s dad was our issue. And he's, he's just like your father or father sounds like and it was always why does he need to learn that and I said, because it's going to further him later on. And it'll help him as like, plus, it's great for him to learn about the other cultures and blah, blah, blah. It's like he has a lot of friends that are Hispanic that he could talk to better and you could talk to their families. Well, I don't see the need for that I said, that's cool. You raised your child, this one's mine. So I'm going to put him in our school's immersion program, and I'm proud of that decision. So I mean, in all of our friends, when our friends they're like, Oh, he's just learning Spanish and then he'll come over and all like, you know, come on, monkey show off. And I have him show off for them. Right dance child do it. It really is the funnest thing. And so like someone came over one of our friends friends was bilingual, and I just happened to be having a conversation when I was a teacher and she asked about the school, she was aware that a dual immersion and I said my son's in that program, and she goes, he is what grade is he in and I said he's just starting second grade this was last year. And she goes will can he speak and I go [concealed] come here. And I pulled him over and she was like, oh my god, I'm putting my child in that program. And I think her child will be here next year. Oh, so it's like everybody that meets [concealed] and talks to him and hears it is like Yeah, so it's amazing. Yeah,

SZ: That's what's so cool that we didn't have that first year. Was kids that we could point to be like, yes, yeah. Yeah. So now, you know. Yeah.

N: My family would I think well, not to be she was like, ecstatic

A: she would go around going granddaughter's going to be in the program.

N: that was an easy sell no, I mean, all of my family was very excited. And I had taken Spanish in high school and college repeat. And I'm like, I, I work in construction. My communication, though is like, yeah, they just they tease, you know, like, they tease and then some of them will practice with me. And like, similarly, the nanny would be like, come on. I don't remember. And so, you know, I think everybody was just, they loved it. And I think the idea of another language and that opportunity, like you said, like learning it really young, it's just it sticks with you. And it's, I mean, [concealed] used to be that little girl that was in standing in line at McDonald's singing a song in Spanish, and then people would turn around, and she's, like, Girl, I turned around, and I hear Him say something in Spanish. And then he turned back around again, a second time going, like, no, it's so and he's, like, her? And I was like, Yeah, and he's like, Oh, okay.

A: Where'd that come from?

N: But I think that yeah. Very full opposite. But yeah, that's okay.

S: That's what I love about it. Well, no, there's, you know, families that are all for it. And there's some that aren't. And I feel like, my mom has come around. And now she's my mother in law well was at Memorial Memorial weekend, I heard the boys were standing [concealed], I think, was standing in front of a little flag. And so he did the Pledge of Allegiance in Spanish. And my mother in law, she's Filipino. She was so excited. She was so proud. her new husband is a is a veteran. And so she sent the video to him, she posted it on Facebook, like she's posting it everywhere. And my mom reposted it and she's, like, super proud of it. But I feel like, oh, it's taken something this big to bring, you know, a couple people around, but I feel like that's super important.

SZ: Little by little. Yeah. So because like, that's what's cool now is like, you know, we have, what, close to 100 kids now on the program, each with, you know, families or multiply that by what however many, and it's like, all these little promoters in the community you know that, hopefully, that again, we didn't have that first year

S: they are they're like little salespeople. I felt like a Jehovah's Witness.

SECTION 4

SZ: Yeah, so. And that's my final question. But I mean, I don't know, I might flip these then. So **how comfortable do you feel telling others about the DI program?**

A: Do you really need to ask that question I think all of us sing your praises, and everybody else's praises and absolutely support this program and would say anything anytime.

N: 100% Yeah,

A: that's why we're here right now. You know, supporting you once again, supporting the program supporting everything that we believe in.

SECTION 5

SZ: Yeah, so then the final question. This is what it's kind of like coming down to is **how can the school better support you?** Or, and maybe not even like you yourself? But if you think of like new parents coming in, that might be struggling? Like **how could the school better support parents of children in the DI program?**

A: I will say right off the bat that your support groups that we had the first year, as we called them, they sound really, really scary, but support groups. She would do it every, what, six weeks, every month, but it was like every four to six weeks, we would all get together both English and Spanish speaking families. And it would they had hired [concealed] to watch the kids outside. And it was a time for the parents to kind of get together and ask them the ask her because it wasn't them that it was used me. We had time to ask her questions, she kind of tell us and forecast out what was going to happen. And we get to say okay, but what about this and what if this happens, or what if this happens? So you've always been there to support any of us anytime we have an issue, especially when I had my little breakdown of oh my god, he's like, he's in second grade. He still doesn't know how to write in English. Okay, and, you know, calmed me and you got it back and it was fine. But it was just one of those things that I just lost my train of thought, Oh my God. I'm a teacher too.

SZ: And it's 4:15

A: Yeah, so it was it the support groups were a huge thing. And I think having those where we have like maybe an English and Spanish parent that would donate their time. And it doesn't have to be like me every month or [concealed] every month or [concealed], every month, it could be a different parent, like one parent signs up to do it to be there to support the lower grades, especially from this pilot class. Because we've been there, we've already seen it. And then if like someone from second grade wanted to, because they have enough experience now in the program to be able to back it up as well, they could sign up so it could be like two sets of English speaking parents and two sets of Spanish speaking parents that come to support those guys and help them kind of understand how how this works and alleviate because I think the biggest thing is most people worry that their kids aren't getting what they need. Because being an English only parent. And being a teacher, I do worry that is he getting enough? Is he getting? Is he understanding it. But I put all my trust in the teachers and I know they're amazing teachers. So

SZ: I know and it's scary when you see your child, their education looks totally different from yours. Yeah. Wait, and so you're just like,

A: yeah, he brings, he brings home writing, and I can't look at that and be like, Well, why do you have a topic sentence and then you went straight to a detail? There's no, there's nothing to support it. I can't like look at it in that setting. I'm, like, just haven't read it to me. Because I read it to me. Okay, now, tell me what did it say? Each sentence tell me what it says. Or I'll pull up my Google Translate. I'll take a picture of it. And then I'll hit translate, and I so I can read it. But um, like, it's really hard, especially as a teacher when I'm like a want him to do well. Yeah. And I want to make sure that I'm supporting in every way possible. So I think that's the biggest thing is the support groups are a huge thing.

SZ: Yeah. That's what I'm hoping to do this year. Because we I mean, COVID really put a damper on that gather together and I was trying to figure out a way to do it like online.

S: Is that why we stopped doing that?

A: Our last one was in February. Yeah. Shannon just decided to be a slacker.

SZ: I was Really trying, but I was just like I was in survival mode. Distance Learning. Yeah, Purgatory.

N: I think my question and I guess I approach it differently. Because like, there's some that I could read for a little while and now I'm very hands-Hands off on the homework. I'm like [concealed], did you do it? I would not. But like, I'm also Yeah, like a child. And I'm like, Okay, I know that you're not struggling. So I know that that's not what I'm worried about with you. So with you, I'm working on your emotional, you know, like, there's other things that it's like, okay, this is my child's specific, not necessarily Spanish or dual immersion, or that kind of thing. But I think and we've had this conversation, but for me, I wonder how we can I want to make sure that as as a school as a community, how we're supporting not just our English speaking parents, but also our Spanish speaking parents, how we're building those connections, or how we're kind of supporting those groups, but also how the school is servicing. Because Because at this school, and it's a very different experience from my dual immersion exposure, dual immersion program in LA was a 20 year program, the principal spoke Spanish, the entire staff spoke. So when they did presentations, even like just this, the winter production was Spanish first then English, for everything, the songs were Spanish and English. And so the school wasn't as a whole a DI, it just was the makeup of the school was very different in terms of the fact that there was a lot of staff, I think, support and also just, you know, things that had been in place for a very long section on infrastructure was very much there. And so I think, you know, if we, as parents can help provide some of the infrastructure as well, but then also, can we find ways to help as a school or as a district to support both sides? Because yes, it can be very scary for people learning another language, just it is for our kids with Spanish or we don't understand the language, but flip it on its head, and you have the same exact experience, but maybe not as much support,

A: I would say, and then that first in this pilot class, there were I've made friends with quite a few of the Hispanic moms, and they're wonderful. And it there have been times where I've sent a

message to like, [concealed]'s mom and said, Oh, my God, I don't know what we're supposed to be doing. Can you help me figure this out? And she's like, Yeah, just do this. And I'm like, okay, good. So that support group kind of helped make those friendships but then again, it kind of died and so it's pulled away but you know, it's they're still there. It's just not as nurtured as it should be.

N: And I'm coming in New so like, severely new to the group like,

A: I don't know these people. I don't know anybody. You know, the people that show up at the parties.

SZ: I didn't get invited.

A: Oh, you poor thing. I know [concealed] was there. I'm like, I wonder why Shannon's not here. Huh, at [concealed]'s house. birthday this weekend. Yeah.

S: Soccer all weekend

SZ: Yeah, well, the plan is to so like when I'm doing these monthly parent meetings for the Kinder parents right now, because they're kind of like, you know, the priority. And but then I'm planning, wanting to do a whole DI parent meeting, kind of like gathering,

S: I was gonna say, some kind of almost like an event. And [concealed] actually talked about this last year before she went on maternity leave, she very much wants to get the dual immersion program, like out to the community so that the community knows what

SZ: what I keep telling [concealed] is, I'm like, what I've heard of other schools that they have like a DI Tour day, it's open to the community. And you know, like, two or three times a year or something, you know, that people can come in. And it doesn't have to be just prospective parents, but anybody who's curious wants to see what it's about but it's a planned day so that all the teachers, you know, are ready. And then the principal kind of tours them around, you know, like, probably when you guys visited those programs,

A: we were the only ones there. But there weren't any other schools there. But yeah, the principal sat down with us usually had a conversation and then took us through the classrooms

SZ: So definitely, there's that this year, I'm trying to get EDCOE involved. So I just when we had our training, right before school started, I was able to connect with a few people at edcoe that are going to help build wouldn't be really for the parents, but a DI network for the county. Because there's three programs in the county, and we're just all doing our I mean, it's they're all pretty far apart. But you know, we should be able to share resources for each other, because I'm just thinking back when, when school shut down, and I was just like, we were all kind of in the same boat with as far as the DI teachers. And it was like, it would have been so nice to have people to talk to like share ideas, bounce ideas off each other, how can we, you know, help

support their oral language development, and like all this, you know, online? And so, so yeah. But yes, I would like to have one all DI one in January and one in May. I think it would like in the cafeteria, most likely, and just mostly not so much for like any kind of like, lengthy presentation or anything, but just community building, and putting, you know, like, kind of, like you said for that we could do just for Kinder bringing in a couple of the, you know, veteran, I guess, parents to kind of, you know, speak from that parent perspective, because as much as I might say, you know, like, Well, yeah, my parents are, you know, but I'm, they know that I'm a teacher. And so you're gonna you're gonna be proud of your own program. Yeah. And so it means more to hear it from my other parents. But yeah, I was, you know, I really, I mean, it's, I was, I think, last year I mentioned to you, I was like, oh, it'd be cool to have like, a DI barbecue at the end of the year or something, you know, but, you know, and because it's, it's such a delicate balance, where we were not trying to, like create the school within a school. You know, and so we're trying to, but there aren't like, there's this shared, it's a unique experience that you guys all have that the other parents don't have. Right, you know, and so, we're, we are trying to do a lot of events together and different things, you know, and we do the exchanges and all this stuff, you know, but there are times when I think it's good to have like a separate kind of thing, you know, especially just to build that support and that community. You guys so yeah, so that's the plan that I've got going for the year. I don't know. I don't know if [concealed]'s gonna go for it.

S: I feel Like [concealed] is all for it.

SZ: Yeah, he loves it. He just has a lot on his plate. Yes.

END TRANSCRIPT

APPENDIX F

FOCUS GROUP #2 TRANSCRIPT

9/24/22

SECTION 1

S: Tengo 5 preguntas que les voy a hacer y pues cada quien puede comentar lo que guste o no, No tiene que ser necesariamente haciendo círculo ni nada así pero la primera pregunta es si son muy abiertas las preguntas es **¿cómo ha sido su experiencia con el programa de doble inmersión, el programa bilingüe, aquí en la escuela?**

M: Para mí ha sido muy bueno, porque mis niños los dos al principio no quería nada el español español, se negaban a hablar español y ahorita estoy muy orgullosa porque va en tercero y ya puede hablar, leer y escribir los dos idiomas el más chiquito también va aprendiendo bastante ahí, yo estoy muy contenta la verdad

S: Apenas lleva una semana dos semanas

M: De hecho él llega todos los días hablándome puro español, al principio no quería y el mas grande tampoco quería me decía mami yo prefiero hablar chino que hablar español yo no quiero hablar español porque siempre yo le hablaba español desde chiquito y el siempre me contestaba en inglés y no quería hablar español para nada, si

J: Si pues yo igual para mí es algo muy bueno, pues yo cuando vine aquí [concealed] tenía dos añitos y era problema estar este con los jueguitos con los compañeritos o cuando ya entro a la escuelita, pues empezó a aprender inglés, pero en mi casa se habla puro español Entonces ella habla también ella siempre ha hablado bien español también, pero ahorita pues ella lee muy bien, español ah, no lee bien, inglés, Pues apenas, están comenzando en tercer año más parte de inglés, pero ya ella puede hacer una traducción como si usted me está platicando en inglés y yo le pregunto a ella ¿que que dijo? y ella ya me lo dice en español es algo muy interesante y pues con mi niño, el que está ahorita con usted ah él también al principio hablaba más inglés, pues con la niña puro inglés y este y ahorita ya entre los dos, pues ya hablan español y ahorita está mi mamá, está viviendo conmigo y ya el niño chico ya siempre está diciéndole cosas en español siempre ella está oh mi mama Flor quiero esto quiero lo otro y antes no era así entonces una cosa muy buena para el futuro en el trabajo pues se sabe qué son cosas muy buenas muy importantes mejor futuro entonces yo estoy muy contenta con esta experiencia de el bilingüe.

L: Es lo mismo para mí, también estoy muy contenta porque [concealed] pues no sabía casi nada el español tampoco y ella ya lo habla, ya hasta se cuando le hablo por algo en inglés y se le hace difícil me dice es que tu sabes que yo ya sé español y pues para nosotros siempre ha sido muy importante que sepan los dos idiomas por su futuro por su educación y porque pues siempre lo hemos notado que los niños que hablan dos idiomas como que se les facilitan un poco más las cosas, son, son un poquito más este y si también ella lee el inglés pero todavía no lee bien y si dijo todos están acostumbrados pero no puras clases de inglés y siempre me está preguntando principalmente el mayor cuando se va a enseñar a escribir bien en inglés? Le

digo a su tiempo, le digo si hay niños que llegan bien grandes y lo aprenden bien y lo escriben imagínate [concealed] que siempre ha hablado puro inglés a su tiempo porque tampoco los podemos

J: a forzar

L: sí a forzar porque los vamos a confundir más.

SECTION 2

S: No y bueno más o menos la tercera pregunta habla de eso también: **¿que pensaron su familia, sus familiares y amigos acerca de su decisión de poner a su hijo en el programa bilingüe?**

L: Hay, hay diferentes comentarios hay comentarios que son buenos y otros pues, no son muchos que luego están diciendo que si uno es mexicano y que si habla uno bien español que para que los puso, o sea, pero en este caso las opiniones de otras personas no deberían de importar tanto como los padres. Estamos hablando por el futuro de ellos, y estamos abogando por su educación no lo que diga la gente

M: Bueno en mi caso mi familia toda esta de acuerdo para que mis niños estén como le digo mis niños no hablaban inglés

J: ¿español?

M: no hablaban español perdón y ahorita van con su abuelita, ya hablan español y ya en otros comentarios son diferentes otros me dicen “no llévalos mejor a la escuela de inglés, porque en el programa bilingüe se enfocan más en enseñarles español que en enseñarles académicamente” yo no yo estoy muy contenta yo la verdad, Pero esas son unas de las opiniones que tenían las personas que según académicamente los niños bilingües, van ir más atrasados que los que hablan inglés no sé qué de cierto a esto.

J: Yo no he tenido muchos comentarios, vaya pues. Ahora sí que no tengo mucha amistad verdad, pero yo esté yo pienso que es algo muy bueno independientemente de que la gente piense mal a los niños en esta etapa están aprendiendo bien español y cuando los niños son bilingües en el futuro tienen que saber perfecto español e inglés, entonces el español es más difícil cuando los niños ya tienen su lengua al puro inglés, es muy difícil, yo en particular en mi caso hablo español y si me hace totalmente difícil aprender inglés muy difícil entonces pienso que es por eso, es una perfecta oportunidad esta bilingüe porque van aprendiendo desde ahorita en el tercer grado los niños hay unos niños americanos perfecto español. Si ha venido a ser voluntaria?

L: No

J: Yo he venido a ser voluntaria con la maestra [concealed] oh Se queda uno sorprendido de lo bien que hablan unos niños americanos en español solamente una niña, pues la creo ya la cambiaron de clase porque no sé, pero ella de todas maneras ni inglés, ni español solo quería dibujar dibujar su mente su pasatiempo, pero pero si es algo muy bueno.

L: ¿Es uno de los compañeritos de [concealed]?

S: Estuvo desde kinder

J: pero él no, ella pues no es muy distraída ni inglés ni español ella puro dibujar eso es su vida de ella dibujar.

S: El mismo caso sería que estuviera en inglés ella.

J: Sí exactamente no, no entiende ella,

S: pero eso también es parte de se me olvido mencionar eso que yo no me daba cuenta hasta ahora en el verano porque sí sé que muchos niños que han ido, pero han llegado otros días y así y la el número de estudiantes se ha mantenido alto, entonces todos están ah mira el programa bilingüe siempre las clases llenas ¿no? pero me di cuenta que ya el 50% de los niños se han ido de esos niños que están ahorita en tercero, solo el 50% estuvieron desde el kinder entonces eso y no es así en cada grupo Ese fue el primer grupo, es muy común que el primer año de un programa que puede haber algo así personas que dicen que no que esto y lo otro no porque no han visto como ahora, pues ustedes

J: el progreso

S: son el ejemplo que estamos dando a los otros miren los de tercero míralos como van y este pero ese primer año no tuvimos eso Entonces no como que había mucha incertidumbre, pero Y aparte, pues la pandemia la economía no sé muchas personas se han mudado a otros estados todas las cosas así, entonces no es necesariamente por no les gustaba el programa, pero no sabemos porque no mantuvimos un récord entonces es algo que me gustaría también de ahora en adelante, si alguien se va que nos digan por que

J: Si porque los compañeros que yo sé que se han movido desde que [concealed] esta es porque todo se han movido de California No porque oh no estamos apenas esta [concealed] el que podría yo opinar, Qué es diferente porque ya estaba en español o han cambiado inglés,

L: ¿pero si aprendió algo el español?

S: Sí pues algo pero como ella siempre se resistía

J: como [concealed] [Todos hablan]

S: Tuvo un tumor en el cerebro y lo iban a sacar

L: El habla español es de la clase de maestra [concealed], todos los niños blanquitos todos hablan bien español

J: Como le digo es muy bueno el programa

L: Esta es la edad para que ellos aprendan

S: y pues como dicen ustedes, aunque los niños sean morenitos o vengan de una familia hispana no quiere decir que hablen bien el español tampoco si ya cuando entran al preescolar y todo en inglés ya quieren puro inglés, puro inglés

J: Dicen que es más fácil.

L: para ellos

J: Eso es lo que hablan

L: pero cuando están viendo los dos idiomas

SECTION 3

S: sí entonces mi otra pregunta, que ya les quiero proponer es **¿Qué piensan ustedes de cómo puede la escuela apoyarlas mejor como madres de familia de un niño en el programa bilingüe?**

M: yo pienso que teniendo como en la librería como más libros en español porque yo digo porque mi niño Siempre le digo el día del library book le digo y el libro por que hay en ingles y dice es que tienen muy pocos en español y los que hay ya los leímos

J: si en lo particular es uno de mis problemas con con esa con la clase, Porque yo he tratado de buscar libros para comprar en Español o he tratado de buscar en la librería y [concealed] me dice es que yo ya lei todo y luego pues tienen ellos mucha lectura

S: Sí porque ya están grandes

J: Y siempre hay que hacer lectura lectura y no hay ese es una asi particular para mi tambien

S: entonces más recursos en español

Todos: Si

J: Mas libros

M: Y más ayuda para ustedes también porque la verdad yo noto que el programa bilingüe como que necesita un poquito más de ayuda que los otros programas porque ustedes trabajan lo doble yo creo mas de lo doble que los demás necesitan más ayuda aquí

L: Como por ejemplo la maestra [concealed] ahorita va dar dos clases de inglés y español entonces no seria de mas ayuda para ella que le pusieran una clase de inglés como a los niños, pero

M: en mi opinión perdón que la interrumpa pero yo pienso que los que más necesitan ayuda son los de kinder y prekinder como usted y los que tienen los niños más chiquitos porque cuando como dice usted la maestra [concealed] va a tener su programa de español e inglés, pero ella ya habla dos idiomas y los niños ya están más grandes ellos ya entienden más y los chiquitos no entienden y yo pienso que

S: si es que tengo muchos que hablan inglés

M: es muy difícil para el programa para los primeros años. Porque los grandes ya con la maestra [concealed] ellos entienden y los pone a leer y se quedan calladitos pero para una sola maestra como usted alguien que esté con usted las 6 horas que los niños están en la clase La verdad que sí, la verdad que sí necesita ayuda

S: Y a usted le tocó el primer día no al final del día Yo ni sabía que iba a venir el papá de [concealed] no se si lo conoce un señor ni me dijo que iba a venir y nada, no estoy tratando de hacer mi centro yo solita con 26 niños tengo ahora 26 y no tengo dos o tres que quieren ser luchistas los muchachitos se agarran haciendo su lucha libre no y entra el señor y le digo por favor tan solo con su presencia y siendo hombre yo creo tambien Todo bien, tranquilo y hasta medio vergüenza, porque digo yo estoy acá trabajando con unos queriendo hacer unos libritos que de los colores y les puse actividades que hicieran, pero no una niña, que tengo se agarra aventando las cosas para arriba

J: Y la maestra [concealed] ya no está con usted?

S: Hoy no vino conmigo para nada tiene 40 minutos en la mañana

J: Oh no es suya como anteriormente

S: el primer año estuvo conmigo en las primeras semanas especialmente los primeros dos meses porque era otro director y este también la maestra [concealed] era la maestra de recursos o de intervenciones o como se llame porque ella es la encargada y ahorita es otra maestra y ella no, no, no tiene no comprende las necesidades de programa Porque desde el año pasado yo peleaba y peleaba especialmente en kinder y yo ni estaba en kinder era la otra maestra y les dije ella necesita de Mucha ayuda y no y no que tiene que ser igual

M: No porque el programa son dos lenguas

SECTION 4

S: Y eso es lo que estoy tratando de ayudar en espero, pero sí quiero saber más como aparte de eso **¿que más sienten ustedes que les hace falta aquí como para ustedes como para ayudar a sus niños o algo?** No pues hasta ahora ha sido mucho en español de la tarea, por eso es diferente experiencia para papás que hablan inglés

M: Pienso que eso sería más bien una pregunta para los que hablan inglés porque nosotros no ocupamos de ningún traductor y nosotros podemos ayudarles con la tarea se complica más Para los papás que no hablan español

L: porque ellos se benefician del traductor porque hay muchas palabras por ejemplo hoy este de hecho hasta tomé unas fotos de unos trabajos que no termino [concealed] me lo mandaron a la casa pero también yo no la entendí

SECTION 5

S: si es que se meten palabras que son como de España. Bueno mi última pregunta, no sé si les ha pasado ya este creo que bueno yo pienso que si a todas les ha tocado tener la oportunidad de contarles a otras personas acerca del programa, **¿Qué tan cómodas se sienten explicando acerca del programa a otras personas?**

J: pues yo en lo particular me siento muy cómoda, me siento familiarizada. De hecho mi vecina conoce la niña [concealed], verdad, ya ella estaba en [concealed] ella estaba en [concealed] en ingles, yo tengo siendo su vecina como alrededor de un año y medio tal vez y desde que yo la conozco a ella yo le estado platicando sabe que pues es muy buen programa los niños hablan bien español a lo que sí están en un tiempo queriendo hablar puro inglés puro inglés no le digo aprenden bastante español y se pueden comunicar con nosotros Entonces ella dijo No yo estoy desesperada porque pues mi hija quiere hablar conmigo y no habla y le dije yo pues mire porque dicen que la [concealed] es pues de ricos verdad que tiene mejores cosas y que se confunden mucho, en ese tiempo. Entonces yo le dije a ella pues yo no sé si usted pues este en este sentido, verdad le dije pero si el niño quiere aprender cualquier escuela es buena, le dije yo entonces en [concealed] tienen un programa muy bueno que es bilingüe usted tal vez le gustaría mover a la niña porque ella entró creo a segundo grado y le dije yo y cálele entonces Si usted mira que ya va pa trás en vez de ir para enfrente, entonces puede hacer movimiento otra vez y sí, entonces la se animó y la puso en el bilingüe este año y ella está ahorita así y entonces ella con los pocos días que van y que si tiene práctica en español y luego pues con mi niña juega con los dos niños y todo ella ya habla más español y la señora está muy contenta entonces dice si tienes razón es un programa muy bueno, entonces yo me siento muy cómoda con las personas que conozco hablándoles del Proyecto que tienen es muy bueno para ellos

M: La verdad que si un programa muy bueno yo igual yo muy cómoda como le digo que toda mi familia ya puede hablar con mis niños porque iba con mi mamá y me decia mi mama que me dicen los niños mi mamá no habla nada de inglés, mi papá Si, tengo unas hermanas que tampoco no hablan inglés hoy vamos a mi país y mis niños para poder hablar con sus con sus primitos, mamá Ven dime qué dice El y ven y ahora qué vamos la ultima vez que fuimos dicen tus niños ya hablan español ya ve que [concealed] no quería ve que de hecho en la hoja le pusimos que [concealed] hablaba nada mas ingles y lo llevamos a México y vino hablando español y yo bien contenta

S: Por eso le hablé y le dije ¿por qué dice ingles?

M: No hablaba nada no quería no era que no y que no y que no pero ya le digo fuimos allá y se encontró a su novia y me dijo ma me puedes hablar espanol espanol

S: Por amor

J: El amor puede con las barreras

M: Es Qué está yendo a un programa bilingüe es mi hijo que le puedo decir es muy inteligente con mis hermanas les cuento yo bueno, una de ellas trae a su niño también y la otra la otra mi hermana la mayor ella orgullosísima de mis niños porque este ella estaba en la junta Cómo se llama ELAC mi hermana están en esa junta y ella fue la primera que me habló del programa porque una señora que fue a Los Ángeles que alla tenían ese programa

S: ¿Cómo se llama su hermana?

M: [concealed] y ella me dijo tienes que llevar a tus niños y le dije no porque yo siento que [concealed] se como a confundir, te va a gustar porque estaba muy bien en la escuela lo tenían en clases avanzadas en la [concealed]. Y yo decía se me va a frustrar no va saber ni que y ella siempre estaba tiene que ir desde que empezó el primer año y yo no

S: hasta que se animaron faltando un mes de

M: Bueno tengo tiempo de conocer a la mama de esta como se llama la niña va con [concealed] y [concealed] su papa es [concealed]

S: [concealed]

M: sí conocí a la mama de [concealed] ella me empezó a decir es que los niños tienen que aprender y amar a sus raíces y ella ya es ella es americana y habla de las raíces mexicanas y

J: ni siquiera uno

M: Me habló tan bonito ese día que me convenció llegue en la noche sí que trabajaba ahí y entonces ya cuando cerraron en la noche nos quedamos a platicar un ratito, llegó la [concealed] me empezó a platicar de que su niña venía las clases y me hablaba con un amor de la clase con una pasión que llegue y le dije a mi esposo. Se rehusaba me decía no es que se va a confundir el niño y luego mi hermana y le conté lo que me había contado esta [concealed] y dice ves desde cuando te tengo diciendo más bien otra gente quiere que tu sabes las raíces yo y ella más bien por ella y por [concealed] cambie a [concealed] ellas Gracias a Dios que me convencieron

S: para mí el programa bilingüe es un programa avanzado también porque tienen que llevar los dos idiomas y no cualquiera lo puede

L: Yo no he hablado con muchas personas para a las pocas que les he hablado pues si les he hecho con [concealed] mis papas vinieron en junio y pues anteriormente han venido y cuando vinieron [concealed] no le podía decir nada a mi mamá o sea le tenían que traducir los grandes. Y ahora no, mi mamá dice ahora sí [concealed] es la que nos dice todo

SECTION 6

S: No pues que bueno porque sí, pues como ustedes ya, ya tienen tiempo y ya están más familiarizadas con el programa. Y eso, pero es lo que y bueno el primer año estuve haciendo mis juntitas también no tratar de explicarles para que supieran bien, pero ahora pues lo quiero hacer mejor todavía y también tomando en cuenta las perspectivas de ustedes, **¿qué es lo que sienten que hace falta?** o así porque una cosa que digo que sería perfecto que todos los papás pueden abogar por el programa en la comunidad es lo que mi meta que se sientan lo suficientemente cómodos de y también a veces este si los critican ay para que ponen a sus hijos allí que sepan defender su decisión

J: que no nos convenzan de algo

S: si hay mucha presión a veces y luego los primitos Ya saben leer o escribir en inglés

L: y les quieren hacer como bullying

J: exactamente

S: exacto y por eso digo no quiero que se sientan muy seguras con su decisión y que no se dejen mangonear bueno o puede ser la misma familia o el esposo de la pareja porque si he escuchado de gente como la maestra [concealed] que ella quiere poner a sus niños Aquí pero su esposo no está de acuerdo

J: pero es hispano ¿no?

S: si entonces como que menosprecian mucho el español

J: hay personas que dicen es que Estamos en California no tenemos que hablar otro idioma más que el inglés Pero es mentira, no, no hace daño el que una persona esté preparada más académicamente sabiendo más Idiomas

L: Normalmente la persona que le dice eso también quiere saber español porque a veces lo hacen por pura curiosidad porque cuando por ejemplo si estamos platicando al frente de una persona Blanca esté siempre va a estar pensando que estamos hablando mal de ella. Sí porque una señora de aquí me dijo Porque para ti, es tan importante que tus hijos hablen inglés cómo se pone como dices tú y aquí, pues es que aquí debe de ser le dije pues por lo mismo de que le digo y porque tienes más oportunidades que la persona que habla un solo idioma. No le dije sin ofender verdad Qué son los dos y tienen dos aplicaciones de una persona que solamente un idioma con mucho

J: principalmente ahorita aquí en la escuela que se ocupa mucho personal bilingüe, simplemente

L: no tienen part times aquí?

S: de asistente bilingue?

L: como para mi hija

S: ¿cuántos años tiene?

L: 20

S: si ahorita este precisamente Ayer tuvimos una entrevista con una muchacha y luego porque hay otra posición de asistente de maestro también por eso, pero no solamente por eso no tenemos mucho apoyo, pero porque quiere todo igual y digo no puede ser las clases bilingües necesitan más apoyo, pero también ahí posiciones de ard duty a Los que cuidan en el recreo y eso pues estaría súper bien que fueran bilingües

M: yo apliqué para yard duty

S: ¿usted? Ay Qué bueno, porque en el recreo a veces hay niños o hay un niño que está en segundo que tiene muchos problemas. Yo no sé por que y no habla inglés vino de México así como a finales de kínder y en la cafetería o en el recreo, pasa a veces que hace berrinche y no saben por que y no se pueden comunicar con el o así la única maestra que ella puede ir y hablar con él llega, se lo digo o si hubiera más personas Sería mucho mejor tanto para los niños, pero para el resto de la clase, Porque el interrumpe todo es muy Sí yo sabía que pasando a segundo Pues que iba a ser muy difícil y la maestra es nueva y todo Está tratando, pero puse su primer primer primer primer primer año estuvo dando servicio ella y pues aún de asistentes o ya yo sí sé lo que sea este también el distrito está dispuesto a ayudarlo o ayudar a

que se capaciten para maestras tres que ponemos la publicamos la posición así en el internet y nada y nada y nada ya hasta que estamos que vamos hacer o que va pasar Y esa muchacha fue la única el año el año que yo llegue yo fui la única el único año cuando contratamos a [concealed] eran tres. Y habíamos ofrecido la posición a otra y luego se nos rajó de última hora y ya este, pues tuvimos suerte que no la maestra [concealed] si pudo venir Pero si cada año y digo yo mi meta porque yo veo bueno para los maestros y el programa el director no sabe español

M: no sabe español sabe que pienso yo también que se necesitaría como una secretaria bilingüe porque lo siento lo que voy a decir, pero la persona que está en la oficina no se como lo puedo decir es muy grosera, necesitaríamos como alguien que nos entienda que nos entendiera a nosotros porque ya la escuela es bilingüe

END TRANSCRIPT

APPENDIX G
FAMILY EFFICACY SURVEY

Name: _____ Date: _____

Family Efficacy Survey

Please circle your response to each question:

1.) How confident are you that you can motivate your child to try hard in school?

1	2	3	4	5
Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident

2.) How confident are you in your ability to connect with other parents?

1	2	3	4	5
Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident

3.) How confident are you in your ability to support your child's learning at home?

1	2	3	4	5
Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident

4.) How confident are you that you can help your child develop good friendships?

1	2	3	4	5
Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident

5.) How confident are you in your ability to make sure your child's school meets your child's learning needs?

1	2	3	4	5
Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident


6.) How confident are you in your ability to make choices about your child's schooling?

1	2	3	4	5
Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident

7.) How confident are you in your ability to help your child deal with his/her emotions appropriately?

1	2	3	4	5
Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident

8.) What sorts of things might help you feel more confident about your role as a parent?

A large, empty rectangular box with a thin black border, intended for a user to write their response to the question above it.

Nombre: _____ Fecha: _____

Encuesta de eficacia familiar

Por favor encierre en un círculo su respuesta a cada pregunta:

1.) ¿Qué confianza tiene en su capacidad para motivar a su hijo/a a esforzarse en la escuela?

1	2	3	4	5
Nada de confianza	Poca confianza	Algo de confianza	Bastante confianza	Extrema confianza

2.) ¿Qué confianza tiene en su capacidad para conectarse con otros padres?

1	2	3	4	5
Nada de confianza	Poca confianza	Algo de confianza	Bastante confianza	Extrema confianza

3.) ¿Qué confianza tiene en su capacidad para apoyar el aprendizaje de su hijo/a en casa?

1	2	3	4	5
Nada de confianza	Poca confianza	Algo de confianza	Bastante confianza	Extrema confianza

4.) ¿Qué confianza tiene de poder ayudar a su hijo/a a desarrollar buenas amistades?

1	2	3	4	5
Nada de confianza	Poca confianza	Algo de confianza	Bastante confianza	Extrema confianza

5.) ¿Qué confianza tiene en su capacidad para asegurarse de que la escuela de su hijo/a satisfaga las necesidades de aprendizaje de su hijo/a?

1	2	3	4	5
Nada de confianza	Poca confianza	Algo de confianza	Bastante confianza	Extrema confianza

6.) ¿Qué confianza tiene en su capacidad para tomar decisiones sobre la educación de su hijo/a?

1	2	3	4	5
Nada de confianza	Poca confianza	Algo de confianza	Bastante confianza	Extrema confianza

7.) ¿Qué confianza tiene en su capacidad para ayudar a su hijo/a a manejar sus emociones de manera adecuada?

1	2	3	4	5
Nada de confianza	Poca confianza	Algo de confianza	Bastante confianza	Extrema confianza

8.) ¿Qué tipo de cosas podrían ayudarlo a sentirse más seguro acerca de su papel como padre?

A large, empty rectangular box with a thin black border, intended for the respondent to write their answer to question 8.

APPENDIX H

LEARNING BEHAVIORS SURVEY

Learning Behaviors Survey

Please circle your response to each question:

Positive Learning Behaviors

1. How often does your child read for fun?

Almost never	Once in a while	Sometimes	Frequently	Almost all the time
--------------	-----------------	-----------	------------	---------------------

2. How much effort does your child put into school-related tasks?

Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
------------------	------------------------	-------------	-----------------------	-------------------------------

3. How motivated is your child to learn the topics covered in class?

Not at all motivated	Slightly motivated	Somewhat motivated	Quite motivated	Extremely motivated
----------------------	--------------------	--------------------	-----------------	---------------------

4. On average, how well does your child work independently on learning activities at home?

Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
-----------------	---------------	---------------	------------	----------------

5. In general, how well does your child learn from feedback about his/her work?

Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
-----------------	---------------	---------------	------------	----------------

Negative Learning Behaviors

6. How often does your child struggle to get organized for school?

Almost never	Once in a while	Sometimes	Frequently	Almost all the time
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7. When working on school activities at home, how easily is your child distracted?

Not easily at all	Slightly easily	Somewhat easily	Quite easily	Extremely easily
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8. How often does your child give up on learning activities that s/he finds hard?

Almost never	Once in a while	Sometimes	Frequently	Almost all the time
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9. If another parent asked your advice for getting their child to be a more motivated learner outside of school, what suggestions would you give him/her?

Encuesta sobre comportamientos de aprendizaje

Por favor, encierre en un círculo su respuesta a cada pregunta:

Comportamientos de aprendizaje positivos

1. ¿Con qué frecuencia lee su hijo por diversión?

Casi nunca	De vez en cuando	A veces	Con frecuencia	Casi todo el tiempo
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2. ¿Cuánto esfuerzo pone su hijo en las tareas relacionadas con la escuela?

Casi ningún esfuerzo	Un poco de esfuerzo	Algo de esfuerzo	Bastante esfuerzo	Muchísimo esfuerzo
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3. ¿Qué tan motivado está su hijo para aprender los temas tratados en clase?

Nada motivado	Ligeramente motivado	Algo motivado	Bastante motivado	Extremadamente motivado
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4. En promedio, ¿qué tan bien trabaja su hijo de forma independiente en las actividades de aprendizaje en casa?

Nada bien	Un poco bien	Algo bien	Bastante bien	Extremadamente bien
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5. En general, ¿qué tan bien aprende su hijo de los comentarios sobre su trabajo?

Nada bien	Un poco bien	Algo bien	Bastante bien	Extremadamente bien
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Comportamientos de aprendizaje negativos

6. ¿Con qué frecuencia su hijo tiene dificultades para organizarse en la escuela?

Casi nunca	De vez en cuando	A veces	Con frecuencia	Casi todo el tiempo
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7. Cuando trabaja en las actividades escolares en casa, ¿con qué facilidad se distrae su hijo?

Nada fácil	Poco fácil	Algo fácil	Bastante fácil	Extremadamente fácil
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8. ¿Con qué frecuencia abandona su hijo las actividades de aprendizaje que le resultan difíciles?

Casi nunca	De vez en cuando	A veces	Con frecuencia	Casi todo el tiempo
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9. Si otro padre le pidiera consejos para lograr que su hijo sea un estudiante más motivado fuera de la escuela, ¿qué sugerencias le daría?

APPENDIX I
SCHOOL FIT SURVEY

School Fit Survey

Please circle your response to each question:

1. How well do you feel your child's school is preparing him/her for his/her next academic year?

Not well at all Slightly well Somewhat well Quite well Extremely well

2. How much of a sense of belonging does your child feel at his/her school?

No belonging at all A little bit of belonging Some belonging Quite a bit of belonging Tremendous belonging

3. At your child's school, how well does the overall approach to discipline work for your child?

Not well at all Slightly well Somewhat well Quite well Extremely well

4. Given your child's cultural background, how good a fit is his/her school?

Not good at all Slightly good Somewhat good Quite good Extremely good

5. How well do the activities offered at your child's school match his/her interests?

Not well at all Slightly well Somewhat well Quite well Extremely well

6. How comfortable is your child asking for help from school adults?

Not comfortable at all Slightly comfortable Somewhat comfortable Quite comfortable Extremely comfortable

7. How well do the teaching styles of your child's teachers match your child's learning style?

Not well at all Slightly well Somewhat well Quite well Extremely well

8. If you could change one aspect of your child's school to help him/her learn more, what would you change? Why?

Encuesta de aptitud escolar

Por favor encierre en un círculo su respuesta a cada pregunta:

1. ¿Qué tan bien cree que la escuela de su hijo lo está preparando para su próximo año académico?

Nada bien	Un poco bien	Algo bien	Bastante bien	Extremadamente bien
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2. ¿Qué tanto cree que su hijo siente que pertenece en su escuela?

Ninguna pertenencia	Un poco de pertenencia	Algo de pertenencia	Bastante pertenencia	Tremenda pertenencia
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3. En la escuela de su hijo, ¿qué tan bien funciona el enfoque general de la disciplina para su hijo?

Nada bien	Ligeramente bien	Algo bien	Bastante bien	Extremadamente bien
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4. Teniendo en cuenta los antecedentes culturales de su hijo, ¿qué tan bien se adapta a su escuela?

Nada bien	Ligeramente bien	Algo bien	Bastante bien	Extremadamente bien
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5. ¿Qué tan bien coinciden las actividades que se ofrecen en la escuela de su hijo con sus intereses?

Nada bien	Un poco bien	Algo bien	Bastante bien	Extremadamente bien
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6. ¿Qué tan cómodo se siente su hijo pidiendo ayuda a los adultos de la escuela?

Nada cómodo	Ligeramente cómodo	Algo cómodo	Bastante cómodo	Extremadamente cómodo
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7. ¿Qué tan bien coinciden los estilos de enseñanza de los maestros de su hijo con el estilo de aprendizaje de su hijo?

Nada bien	Un poco bien	Algo bien	Bastante bien	Extremadamente bien
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8. Si pudiera cambiar un aspecto de la escuela de su hijo para ayudarlo a aprender más, ¿qué cambiaría? ¿Por qué?

APPENDIX J

PARENT MEETING #1 FEEDBACK - SUCCESSES AND CHALLENGES ACTIVITY

Write one success (something that is going well so far this year for your child) and one challenge (something you are struggling with):

Successes	Challenges
<ul style="list-style-type: none"> • After 1 week, [concealed] remembered his Spanish ABCs from when [concealed] was learning them 3 years ago • Excitement for learning; proud of current achievements • Social growth, handling more structure well • Confidence speaking to Spanish speaking individuals • Learning through song • Retain songs learned in class very well • I've seen my daughter sing songs in Spanish • Retention of Spanish alphabet and counting • Knows ABCs in Spanish and numbers • Un éxito que he visto en mi hijo es que ha aprendido el abecedario (One success I have seen in my son is that he has learned the alphabet) • [concealed] already knows her ABCs in Spanish! • El éxito de mi hijo es que él ha aprendido el abecedario en español (The success for my son is that he has learned the alphabet in Spanish) 	<ul style="list-style-type: none"> • Sibling competition from [concealed] for correcting his Spanish • Having trouble with "L, M, N, Ñ, O and Q" in the ABCs • Que miro que le da vergüenza (I see that he is embarrassed) • He has trouble communicating in class sometimes • Difficulty with the "R"s • Not always knowing what's going on • Waking up for school in the AM • Escribir su nombre (Writing his name) • Inability to share day's activities • She is a little frustrated having to ask to go to bathroom in Spanish first :) • Mom helping her learn

APPENDIX K

PARENT MEETING #2 FEEDBACK - SUCCESSES AND CHALLENGES ACTIVITY

Write one success (something that is going well so far this year for your child) and one challenge (something you are struggling with):

Successes	Challenges
<ul style="list-style-type: none"> • Aprendiendo muy rápido, ya sabe el abecedario, también los números, es obediente (Learning very fast, already knows the alphabet, also the numbers, is obedient) • Gracias a dios mi niño ya se sabe las abecedarios y los números asta el 20 y no sabía nada (Thanks to god my boy already knows his alphabet and the numbers up to 20 and he didn't know anything) • Un éxito que e visto en mi hijo es que se sabe el abecedario (One success I have seen in my son is that he knows the alphabet) • Éxitos pues va mejorando con las letras (Successes well he is getting better with the letters) • Retain the info well ie. songs & language • Las vocales y números (The vowels and numbers) • Know the sounds of the letters as well as recognizing the letter • Counting by tens-child understood how to count to 20, then 30. Then they were taught that in between is all the same. Taught them counting in 10s up to 100! • She seems very excited to learn • Cada día me sorprende con lo que aprende con usted maestra, le gusta que le preste atención, me canta las canciones que le enseña (Every day I am surprised by what he learns with you teacher, he likes that I give him attention, he sings to me the songs that you teach him) • Extremely motivated & excited to learn Spanish-always teaching me new phrases & words • Recognizing things in Spanish/English, not shy with Spanish speaking kids • Increase in confidence when speaking Español • Me gusta que habla español con toda mi familia sobre todo con mi mamá que no habla inglés 	<ul style="list-style-type: none"> • Reading books in Spanish. We are trying to incorporate more Spanish language but find difficulty in understanding pronunciations and conjugations. • Concerns surrounding integrating English (clarification: academics) • Le gusta que la traiga a la escuela y la recoja y algunas veces no puedo y ella se molesta por esta razón (She likes that I bring her to school and pick her up but sometimes I can't and she gets upset for this reason) • Que no le gusta compartir sus cosas un poco egoísta, poco a poco ya está compartiendo sus cosas (He doesn't like to share his things a little selfish, little by little he is sharing his things) • Me está costando poquito que aprenda a escribir (It is a little difficult for me that he learns to write) • La letra r (the letter r) • Que aprenda a escribir (That he learns to write) • Un desafío que ha visto en mi hijo es que no puede escribir su nombre (One challenge I have seen with my son is that he can't write his name) • Sharing daily activities from school • Adjusting to long days and schedules surrounding eating & drinking • Desafíos por unos números (Challenges with some numbers) • Still struggles at times with saying the letters in Spanish & not English • Reading Spanish books to my child

APPENDIX L

PARENT BRAINSTORMING HANDOUT

Suggestions from DI Kinder parents for concerns from survey

Connecting with other parents	Ensuring your child's learning needs are being met in school	Learning stamina
<ul style="list-style-type: none"> • Board meetings • Child playdates • Extracurricular play activities involving parents as the focus-ie: kids go off and play & parents connect-perhaps a food related event eg. "tamale cookoff" • Email distribution list-summary of what's coming next week/happened last week or on Bloomz • Games/learning for parents; group and/or soft competitive activities • Parent meetings • Exchange phone numbers for playdates • Hola/hello & Adios/goodbye at drop off & pickup • Using Bloomz to message each other • Right start • Parent Teacher Club • Directory-share #s • Volunteering in class? • After school meet ups • Kinder Right Start • Forum on Bloomz? (parent-parent messenger) 	<ul style="list-style-type: none"> • Board meetings • Practice name at home • Asking your child about school • Being involved • Practice being bilingual yourself • Teaching your child at home as simple as dancing • Parents volunteering in class • Learning English sight words • Understanding reading in Spanish/directions • Staying engaged w/lessons 	<ul style="list-style-type: none"> • Making learning a game/focus on their interests • Figure out a way to help them understand that some things take time to learn and/or is learned in modules representing larger concepts • Turning learning into art • Offering reward for school work • Doing the activity calendar • Coming up with play-based learning structures • Goal oriented learning/reward • Positive reinforcement • Role reversal/teaching parent • Engaging after school

APPENDIX M

SUGGESTIONS FROM OTHER PARENTS FOR SUPPORTING LEARNING

Suggestions from other parents for supporting learning

- Something that helps with my daughter is letting her be the teacher or making the lesson into an art project.
- Make learning fun! If you mask lessons as games/exciting activities, they don't even know they're learning. See their struggles as opportunity for growth, and celebrate even the smallest successes. Lead by example.
- Interact with their child more.
- Having designated "learning" time that is special/unique-a special table/pen, etc.
- Support your children more at home and motivate them.
- Make it fun/a game. Songs-make it music.
- I would try to understand how that child learns. I would use that framework to guide my advice. For example, if the child learns best through pictures and/or material, how can we make this a game for them? In general I think we all learn best, and are motivated to learn, when it doesn't feel like a chore. So the best advice I could give is to try and figure out how to make that learning fun for that child.
- The best thing I can offer if your child seems unmotivated is to make it fun or ask the child to teach you. Sometimes the role reversal makes them confident.
- Come alongside of your child. You will see their struggles firsthand, their feelings, and successes. Celebrate the victories and don't dwell on the failures too long. They are lessons to be learned. Learn them and move on.
- To make it fun and engaging. I have taken a more play-based approach. At his age, kindergarten, it also helps to break it up into smaller times as it can be overwhelming or frustrating if you try to teach or help focus on work too much at one time. Also, access to books, education type of toys and toys that make them think. Lastly, limiting devices/TV to a family agreed upon amount helps. They won't play or engage if they are distracted by technology.

APPENDIX N

OPEN-ENDED SURVEY RESPONSES (PRE-INTERVENTION)

<p style="text-align: center;">Family efficacy-pre</p> <p>What sorts of things might help you feel more confident about your role as a parent?</p>
<p>I think interacting with other parents who are able to be real about their struggles. Having more tools to set routines in place and stick with them.</p>
<p>Tangible actions to take at home to stay involved in my child's educational journey.</p>
<p>Volunteering in school.</p>
<p>I think meetings like this, staying connected will be helpful.</p>
<p>Helpful ideas how to motivate her regarding school related activities. She loses interest quickly. How to offer help without her getting upset.</p>
<p>More education about positive parenting techniques. Knowledge of/experience with what goes on in daily class activities. As opposed to third-hand descriptions from the child, first-hand. Perhaps a summary of curriculum in advance could help.</p>
<p>Hearing from other parents & sharing experiences, information or informative videos/articles.</p>
<p>Overall I feel quite confident in my ability to parent and advocate for my child as I have had good role models, access to my own therapy (including parenting discussions) etc. My larger concern is supporting classmates and others in the community who might not have the same access to resources. I also feel extremely supported by my children's teachers and have always had access and prompt responses from the principal and other staff at their school.</p>
<p>More experience as a parent would be nice. All jokes aside, knowing there is a "net" at school to catch whatever I may miss, be it homework, emotional support, or simple but invaluable experience would be a big help.</p>

<p style="text-align: center;">Learning behaviors-pre</p> <p>If another parent asked your advice for getting their child to be a more motivated learner outside of school, what suggestions would you give him/her?</p>
<p>Something that helps with [concealed] is letting her be the teacher or making the lesson into an art project.</p>
<p>Make learning fun! If you mask lessons as games/exciting activities, they don't even know they're learning. See their struggles as opportunity for growth, and celebrate even the smallest successes. Lead by example.</p>
<p>Interact with their child more.</p>
<p>Having designated "learning" time that is special/unique-a special table/pen, etc.</p>
<p>Apoyar más a los hijos en casa y darles mucha motivación./Support your children more at home and give them lots of motivation.</p>
<p>Make it fun/a game. Songs-make it music.</p>
<p>I would try to understand how that child learns. I would use that framework to guide my advice. For example, if the child learns best through pictures and/or material, how can we make this a game for them? In general I think we all learn best, and are motivated to learn, when it doesn't feel like a chore. So the best advice I could give is to try and figure out how to make that learning fun for that child.</p>
<p>The best thing I can offer if your child seems unmotivated is to make it fun or ask the child to teach you. Sometimes the role reversal makes them confident.</p>
<p>Come alongside of your child. You will see their struggles firsthand, their feelings, and successes. Celebrate the victories and don't dwell on the failures too long. They are lessons to be learned. Learn them and move on.</p>
<p>To make it fun and engaging. I have taken a more play-based approach. At his age, kindergarten, it also helps to break it up into smaller times as it can be overwhelming or frustrating if you try to teach or help focus on work too much at one time. Also, access to books, education type of toys and toys that make them think. Lastly, limiting devices/TV to a family agreed upon amount helps. They won't play or engage if they are distracted by technology.</p>

<p style="text-align: center;">School fit-pre</p> <p>If you could change one aspect of your child's school to help him/her learn more, what would you change? Why?</p>
<p>I think, for me, it's still too early to tell. Right now we're still getting used to the daily routine-but so far, so good!</p>
<p>Nada (nothing) so far.</p>
<p>I wouldn't, we've had a very great experience.</p>
<p>Nada/Nothing</p>
<p>Incorporate athletic/physical moving activities into learning. My child has a lot of energy and seems to be more engaged when that energy can be focused.</p>
<p>It's kind of early to say, but I think he really enjoys kinesthetic activities. So more hands-on if that were possible. I really feel like he has learned more in 1 month at school than he has in 4 months at home :)</p>
<p>More art and other art-based classes like music, dance, gardening, etc. They have some but I am not sure how much and I think the arts are so important.</p>
<p>Honestly, nothing. The teething period of a "new" program is an invitation to learn for all and makes them mentally more flexible.</p>

APPENDIX O

OPEN-ENDED SURVEY RESPONSES (POST-INTERVENTION)

<p style="text-align: center;">Family efficacy-post</p> <p>What sorts of things might help you feel more confident about your role as a parent?</p>
<p>I think if we were able to focus more on connecting through the classes and support groups offered I would probably feel more confident.</p>
<p>I am working on myself and my ability to model healthy emotional for specifically Hudson. I think that he is learning to deal with anger and frustration and his more negative responses can mirror mine.</p>
<p>More feedback from the school on specific areas my child is doing well in more often.</p>
<p>The meetings are extremely helpful as well as the morning a.m. meetings.</p>
<p>Ensenarle aser la tarea en la casas y aprender los numeros del 1 al 100/To teach my child to do the homework at home and to learn the numbers from 1 to 100.</p>
<p>More time to interact with my child, more time to educate myself on techniques and tools to address these concerns. More community involvement/more friends to be able to talk to and share experiences with.</p>
<p>Honestly, being a supportive & involved parent is probably what I'm most confident about in life. I suppose if there is one thing I'd like to work on more, it'd be modeling a heart of service-community outreach. Serving the underserved. If there are any opportunities to do so within the school, I would love to help.</p>
<p>La verdad no sé/To be honest I don't know</p>
<p>I'm fairly involved with the school currently so I feel my role is good. Connecting with other parents and getting them involved is kinda the role I'm taking now.</p>

Learning behaviors-post If another parent asked your advice for getting their child to be a more motivated learner outside of school, what suggestions would you give him/her?	
Stick with a routine, model the behavior. Be patient as their motivation may fluctuate as they adapt.	
Make learning as fun as possible. Most kids thrive on fun and seem to ingest information when it is relatable to them. Trying to force the information on them just seems to make them not care for learning activities.	
Art, art is always the way to get [concealed] motivated.	
Get involved, role play, incentivized learning	
Motivar a nuestros hijos en casa, ayudarlos en sus tareas y aser el aprendizaje mas divertido./Motivate our children at home, help them with their homework and make learning more fun.	
Do things your child likes.	
Desirle aser la tarea y entregar todo lo que le dise a la maestra./To tell him to do the homework and turn it in everything the teacher tells him	
Start teaching young. Make lifelong learning a part of the parent's philosophy; and practice/show them this. Let them fail in a safe space - practice patience & don't intervene too often. Set aside time for learning & be consistent with this as part of a routine. Have open routine dialogue with partner about setting and meeting these goals.	
Make a game of their tasks. Avoid pressuring them to do "well", instead focus on always doing their best.	
Pues la verad no sé tratar de ser un poco en la casa tambien creo que les ayuda/Well to be honest I don't know maybe try to be a little at home also I believe it helps them	
We make games & songs out of tasks much like the kids do at school.	

School fit-pre

If you could change one aspect of your child's school to help him/her learn more, what would you change? Why?

I can't think of any changes I'd make. I'm very impressed.

This is specific to Hudson, but he seems to want or need teacher validation more than I would guess. He seems to want it, but cannot summon the courage to actually ask.

Sometimes he mentions he can't understand his teacher (because of Spanish speaking)

Ensenarle mas cosas como leer./To teach him more things like how to read.

More outdoor and physical/nature activities. He's got a ton of energy & seems to be more engaged when he can express that in a natural environment.

I wouldn't change anything, because (esp. with DI) I know & trust that our educators are well-versed/extremely informed/knowledgeable-and there is a set process-one which I trust.

Maybe a start right with a Spanish explanation because learning in English is a little different than Spanish but I know you guys do a lot already just a suggestion.

Not sure very happy at the moment.

APPENDIX P

DLI GUIDING PRINCIPLES

STRAND 1	
PROGRAM STRUCTURE	
Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	An effective process is in place for continual program-planning, implementation, and evaluation.
STRAND 2	
CURRICULUM	
Principle 1	The program has a process for developing and revising a high-quality curriculum.
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.
STRAND 3	
INSTRUCTION	
Principle 1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.
Principle 3	Instruction is student-centered.
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.
STRAND 4	
ASSESSMENT & ACCOUNTABILITY	
Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.
Principle 2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.
Principle 5	The program communicates with appropriate stakeholders about program outcomes.
STRAND 5	
STAFF QUALITY & PROFESSIONAL DEVELOPMENT	
Principle 1	The program recruits and retains high-quality dual language staff.
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.
STRAND 6	
FAMILY & COMMUNITY	
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
Principle 3	The program views and involves families and community members as strategic partners.
STRAND 7	
SUPPORT & RESOURCES	
Principle 1	The program is supported by all key stakeholders.
Principle 2	The program is equitably and adequately funded to meet program goals.
Principle 3	The program advocates for support.

APPENDIX Q
IRB APPROVAL

2221003

6

GEORGE FOX UNIVERSITY HSRC INITIAL REVIEW QUESTIONNAIRE

Title: An Improvement Science Approach to Reducing Dual Immersion Student Attrition Through Ongoing Parent Learning Activities

Principal Researcher(s): Shannon Zavala

Date application completed:

(The researcher needs to complete the information above on this page.)

COMMITTEE FINDING:

✓ (1) The proposed research makes adequate provision for safeguarding the health and dignity of the subjects and is therefore approved.

_____ (2) Due to the assessment of risk being questionable or being subject to change, the research must be periodically reviewed by the **HSRC** on a _____ basis throughout the course of the research or until otherwise notified. This requires resubmission of this form, with updated information, for each periodic review.

_____ (3) The proposed research evidences some unnecessary risk to participants and therefore must be revised to remedy the following specific area(s) on non-compliance:

_____ (4) The proposed research contains serious and potentially damaging risks to subjects and is therefore not approved.

CAZ
Chair or designated member

8/9/22
Date