

# **Global Literacy Through Mandarin Immersion and STEM**

**Minnesota Mandarin Immersion Collaborative  
(Hopkins, Minnetonka, and St. Cloud Public School Districts)**

## **Year Two Evaluation Report 2010-11**

An Evaluation Funded by a Foreign Language Assistance Program Grant from the Department of Education to Independent School District 270 Hopkins Public Schools



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## ◆ Executive Summary

- A 5-year Foreign Language Assistance Program (FLAP) grant was awarded by the U.S. Department of Education to the Minnesota Mandarin Immersion Collaborative (MMIC) for the project *Global Literacy Through Mandarin Immersion and STEM*. The districts participating in the MMIC are Hopkins, Minnetonka, and St. Cloud. The grant supports immersion instruction in Mandarin Chinese that begins at the kindergarten level and the development of a curriculum that has a content focus on Science, Technology, Engineering, and Math (STEM).
- In 2010-11, the second year of the grant-funded project, the Hopkins and St. Cloud school districts offered Chinese immersion for students in kindergarten through grade 3. Minnetonka also offered grade 4 immersion. From the initial year of enrollment through 2010-11, the retention rates for all three districts were generally quite high, with an average of 93% across immersion cohorts.
- The total enrollment in Chinese immersion classes in the baseline school year of 2008-09, aggregated across the three participating districts, was 318 students. In 2010-11, the total enrollment was 609, an increase of 92% from baseline.
- For evaluation of the second year of the MMIC project, interviews were conducted with school principals and immersion teachers and a survey questionnaire was administered to parents of children enrolled in the programs.
- The Chinese immersion teachers reported that both standardized and teacher-constructed assessments were used with their students. Overall, the teachers indicated that the appropriateness and effectiveness of assessments had improved from year to year.
- The majority of immersion teachers stated that they collaborated frequently in both structured and informal settings with the other immersion teachers in their school. In addition to the professional communities within each school, the teachers indicated they would like more opportunities to establish professional relationships with immersion teachers from all four schools comprising the MMIC.
- The immersion teachers reported having close, productive working relationships with the English teachers at their schools, especially the English teachers who taught at the same grade level. Immersion teachers also described formal and informal activities at their schools that helped to strengthen their sense of community membership.
- Challenges noted by the immersion teachers included the time they needed to spend developing and translating curriculum. Large class sizes and inappropriate student behavior were also mentioned as challenges. The teachers indicated they would appreciate professional development on the topic of classroom management.
- Many of the immersion teachers said that the most rewarding aspect of their work was observing their students' progress in learning Chinese. In addition, the teachers reported that they valued the positive relationships they had with parents and students.

- Interviews with the four principals revealed a strong sense of growth. Since the Chinese immersion programs began, the principals have needed to address a wide range of issues inherent with the start-up of a new initiative. They are now more confident or knowledgeable with respect to dealing with issues that continue to persist, such as the need to continue to respond strategically to cultural communication differences and the on-going need for more curricula and assessments. In addition, they now anticipate parent concerns often before they arise, and they have worked creatively and persistently to blend the Chinese and English staff in their buildings.
- Overall, the principals conveyed a sense of satisfaction with the progress that has been made in their immersion programs. However, they indicated they would like to devote more effort in the future to integrating the immersion programs across the four schools.
- Parents indicated that their children especially enjoyed math, science, social studies, Chinese culture, writing Chinese, and speaking Chinese with their teacher. In addition, compared to the previous school year, substantial increases in enjoyment were noted for math, science, and speaking Chinese with the teacher.
- The parents' ratings of quality of instruction, aggregated across grade levels, were very high. From the previous school year to 2010-11, large increases in the quality ratings were associated with instruction in science and social studies.
- The parents reported that, overall, they were generally satisfied with their child's progress in the Chinese immersion program. The satisfaction rates for the subjects and activities included on the questionnaire ranged from 94% to 99%.
- When evaluating specific program features, the parents' responses indicated that they were generally quite satisfied. However, they did express a concern that there were insufficient opportunities for their child to interact with students not in the immersion program. In addition, they indicated that they did not receive adequate communication about their child's progress.
- Nearly all parents (99%) reported that they would definitely re-enroll or probably re-enroll their child in the Chinese immersion program for the coming school year.
- The ratings provided by parents of fourth graders were generally lower than those provided by parents of children in kindergarten through grade three. This was the case for ratings of the child's enjoyment, ratings of the quality of instruction, and satisfaction with the child's progress. In addition, parents of fourth graders appeared to be less likely to re-enroll their child in Chinese immersion when compared to parents of children in the other grades. Reasons for these declines should be investigated.
- Parents provided a number of recommendations for the immersion programs at their schools. These recommendations included: Class sizes in the immersion program should be small, deficiencies in the children's social skills and classroom behavior should be addressed, sufficient support for English language skills should be available, and the Chinese immersion teachers should receive the training necessary to ensure that high quality classroom instruction continues to be provided.

## ◆ Introduction

In 2009, a 5-year Foreign Language Assistance Program (FLAP) grant was awarded by the U.S. Department of Education to the Minnesota Mandarin Immersion Collaborative (MMIC) for the project *Global Literacy Through Mandarin Immersion and STEM*. The grant supports immersion instruction in Mandarin Chinese that begins at the kindergarten level and the development of a curriculum that has a content focus on Science, Technology, Engineering, and Math (STEM). The schools in the MMIC will add a grade level each year, with the intent of creating the capacity to continue Chinese immersion to grades 7-12.

The MMIC has contracted with the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota to serve as the external evaluator of the project. This report presents CAREI's evaluation of the second year of the grant-funded project. The report includes enrollment and retention data as well as the results of principal interviews, teacher interviews, and a parent survey.

## ◆ Participating School Districts and Schools

Four elementary schools located in three Minnesota school districts are participating in the MMIC. These four schools and their districts are:

1. Eisenhower Elementary XinXing Academy (Hopkins School District)
2. Excelsior Elementary Mandarin Immersion Program (Minnetonka School District)
3. Scenic Heights Elementary Mandarin Immersion Program (Minnetonka School District)
4. Madison Elementary Guang Ming Academy (St. Cloud Public Schools)

During the 2010-11 school year, the second year of grant funding, all four schools offered Chinese immersion in kindergarten, grade 1, grade 2, and grade 3. Because the Minnetonka School District began its Chinese immersion program by offering kindergarten and grade 1 in the first year of implementation, Chinese immersion was also offered in grade 4 at Excelsior Elementary and Scenic Heights Elementary in 2010-11. The grade levels offered at each school in 2010-11 and the number of teachers per grade are displayed in Table 1.

**Table 1. Grade Levels Offered and Number of Teachers in Chinese Immersion Programs by District and School, 2010-11**

District	School	Grade Level	Number of Teachers per Grade	Number of Teachers per School
Hopkins	Eisenhower Elementary/XinXing Academy	K	2	8
		1	2	
		2	2	
		3	2	
Minnetonka	Excelsior Elementary	K	2	9
		1	2	
		2	2	
		3	2	
		4	1	
Minnetonka	Scenic Heights Elementary	K	3	10
		1	2	
		2	2	
		3	2	
		4	1	
St. Cloud	Madison Elementary/Guang Ming Academy	K	1	4
		1	1	
		2	1	
		3	1	
Total				31

## ◆ Project Objectives

The MMIC project has two primary objectives related to providing immersion instruction in Mandarin Chinese and to the development of a curriculum with a focus on STEM. Outcome and process measures were established for each of the two objectives. These are shown below.

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**Objective 1: Build MMIC’s capacity to design, implement and evaluate a well-articulated K-12 sequence of instruction in the critical language of Mandarin that promotes global literacy with a content focus on Science, Technology, Engineering and Math (STEM).**

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### Outcome Measures for Objective 1:

- 1.1 By the end of year 5, 90% of all Mandarin instructors will report enhanced knowledge and skill in providing a well-articulated curriculum for grades K-6 that attends to language and literacy development in Mandarin across content areas using STEM as a focal point, and create the capacity to continue this work in grades 7-12 after the grant period is complete.
- 1.2 By the end of year 5, the Program Assessment Team will demonstrate consistent inter-rater reliability in conducting programmatic assessments for measuring student proficiency in Mandarin at strategic points.

### **Process Measures for Objective 1:**

- 1.3 By the end of year 5, develop, pilot and implement an articulated curriculum for Minnesota's K-6 early total Mandarin Chinese immersion programs that attends to language and literacy development across content areas using STEM as a focal point. STEM themes will correspond to themes in language arts and social studies, creating an interdisciplinary, content-based Mandarin language curriculum.
  - 1.4 By the end of year 5, develop, pilot and implement corresponding assessment measures that align with curriculum to measure sequential improvement in language proficiency in Mandarin for grades K-6.
  - 1.5 By end of year 5, a professional development plan will be designed and implemented for Mandarin immersion teachers enabling them to teach content-based curriculum that will result in sequential improvement in language proficiency in Mandarin Chinese for grades K-6, and will create the capacity to continue this work in grades 7-12 after the grant period.
  - 1.6 Each year, high-quality staff development opportunities will be developed and implemented to enhance the knowledge and skills of MMIC teachers.
  - 1.7 By end of year 5, research and design an effective model for continuation of Mandarin immersion instruction at the middle and high school levels with continued focus on STEM that will provide students with an opportunity to continue learning through Mandarin after grade 6 and reach the advanced level of proficiency by grade 12.
  - 1.8 By end of year 5, develop a framework for a content-based Mandarin curriculum for the secondary level with a continued focus on STEM that will provide immersion students with an opportunity to continue learning through Mandarin in grades 7-12 and begin an accelerated program for acquiring a second critical language (after the grant period is completed).
  - 1.9 Each year, MMIC staff will provide web-based curriculum dissemination of content-based lesson plans that enhance students' language proficiency and content knowledge with other foreign language programs across the country and internationally. This project will make use of the existing CoBaLTT (Content-Based Language Teaching and Technology) framework through the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota, which provides a unique and innovative online portal for web-based curriculum sharing.
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**Objective 2: Expand foreign language study in a critical language for students served by FLAP (GPRA Objective #2) by increasing the numbers of elementary (K-6) students enrolled in one of the four MMIC Mandarin immersion programs.**

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### **Outcome Measures for Objective 2:**

- 2.1 Each year, the number of students enrolled in each of the four MMIC programs will meet or exceed projections (**GPRA Measure 2.1**).
- 2.2 Each year, the average number of minutes per week of foreign language instruction in Mandarin will meet or exceed projections (**GPRA Measure 2.2**).

### **Process Measures for Objective 2:**

- 2.3 Each year, the Mandarin immersion instruction program will expand by one grade level in each of the four MMIC programs.



- 2.4 Each year, a marketing and recruitment plan will be developed and implemented with the MMIC primary service area to promote the awareness of Mandarin language immersion program available at the elementary level.

## ◆ Data Sources

Data regarding enrollment, classes, and teachers were provided by the principals of the four participating schools and by Molly Wieland, Ph.D., the Project Manager. CAREI evaluators, in consultation with Dr. Wieland, developed the parent survey and the protocols for the teacher and principal interviews.

A total of 11 interviews were completed with Chinese immersion teachers at Eisenhower Elementary XinXing Academy ( $n=3$ ), Excelsior Elementary ( $n=3$ ), Madison Elementary Guang Ming Academy ( $n=2$ ), and Scenic Heights Elementary ( $n=3$ ). Each of the four principals was asked to identify potential interviewees at their school who represented a range of grade levels and experience. These teachers were then invited by CAREI evaluators to participate in an interview. The teachers who were interviewed taught kindergarten ( $n=3$ ), grade 1 ( $n=2$ ), grade 2 ( $n=2$ ), and grade 3 ( $n=4$ ). The interviews were carried out at the schools and lasted from 15 to 40 minutes. The interviews were recorded and interviewees were assured of confidentiality.

Each principal was individually interviewed about the Chinese immersion program at their school. The interviews occurred in June 2011, at the end of the school year, and lasted approximately 45 minutes. The interviews were recorded and all interviewees were assured that their responses would be reported either in the aggregate or would be sufficiently masked when a unique comment was made and included in this report.

The parent survey was administered in April 2011 as a paper-pencil survey questionnaire to parents of students enrolled at Madison Elementary in St. Cloud, and as an online survey questionnaire to parents of students enrolled at Eisenhower Elementary, Excelsior Elementary, and Scenic Heights Elementary. At Madison Elementary, the questionnaire was sent home with the students. Self-addressed, stamped envelopes were provided for the Madison parents to mail their completed questionnaires directly to CAREI for analysis. The survey link was sent via email to parents of students at Eisenhower, Excelsior, and Scenic Heights, and completed survey responses were accessible only by the CAREI evaluators. The total number of respondents was 315. The response rates for Eisenhower, Excelsior, Scenic Heights, and Madison were approximately 60%, 60%, 36%, and 49%, respectively. These response rates were based on number of students rather than number of families. Because 21% of the parents responding to the survey indicated that they had more than one child enrolled in Chinese immersion, the response rates are most likely underestimates.

## ◆ Results

### Enrollment and Retention

**Enrollment.** The total enrollment in Chinese immersion classes in the baseline school year of 2008-09, aggregated across the three participating districts, was 318 students (see Table 2). In 2009-10, the total enrollment was 450 students, an increase of 42% from baseline. In 2010-11, the total enrollment was 609 students, an increase of 92% from baseline. The percentage increases from 2008-2009 to 2010-2011 at Hopkins, Minnetonka, and St. Cloud were 103%, 86%, and 89%, respectively. Minnetonka's enrollment was somewhat higher than that of the other two districts because two of its elementary schools offer Chinese immersion and also because it offers one more grade level.

**Table 2. Enrollment in Chinese Immersion Programs, 2008-09 (Baseline) through 2010-11**

District/Grade Level	2008-09 (Baseline)	2009-10	2010-11	% Change in Enrollment Baseline to 2010-11
<b>Hopkins</b>	<b>93</b>	<b>139</b>	<b>189</b>	<b>103%</b>
• K	51	47	53	
• Grade 1	42	51	48	
• Grade 2	a	41	49	
• Grade 3	a	b	39	
<b>Minnetonka</b>	<b>179</b>	<b>246</b>	<b>333</b>	<b>86%</b>
• K	67	70	108	
• Grade 1	61	64	68	
• Grade 2	51	63	61	
• Grade 3	a	49	61	
• Grade 4	a	b	35	
<b>St. Cloud</b>	<b>46</b>	<b>65</b>	<b>87</b>	<b>89%</b>
• K	29	22	24	
• Grade 1	17	27	22	
• Grade 2	a	16	25	
• Grade 3	a	b	16	
<b>Total</b>	<b>318</b>	<b>450</b>	<b>609</b>	<b>92%</b>

<sup>a</sup>Grade level not offered in 2008-09.

<sup>b</sup>Grade level not offered in 2009-10.

**Retention.** Retention data are summarized in Table 3 by enrollment cohort for each of the three districts. From initial year of enrollment to 2010-11, the retention from one grade level to the next was generally high across all three districts. The average retention rate for the enrollment cohorts displayed in Table 3 was equal to 93%, and eight of the ten immersion cohorts had a retention rate greater than 90%. However, it is noted that a cohort in St. Cloud comprised of students who were second graders in 2010-11 had 86% retention, and a cohort in Minnetonka comprised of students who were fourth graders in 2010-11 had 69% retention.

**Table 3. Retention from Initial Year of Enrollment Through 2010-11 by District**

Enrollment Cohort	Baseline 2008-09	2009-10	2010-11	Percent Retention from Initial Year of Enrollment
<b>Hopkins</b>				
• K to Grade 1	a	K=47	Gr. 1=48	102%
• K to Grade 1 to Grade 2	K=51	Gr. 1=51	Gr. 2=49	96%
• Grade 1 to Grade 2 to Grade 3 <sup>b</sup>	Gr. 1=42	Gr. 2=41	Gr. 3=39	93%
<b>Minnetonka</b>				
• K to Grade 1	a	K=70	Gr. 1=68	97%
• K to Grade 1 to Grade 2	K=67	Gr. 1=64	Gr. 2=61	91%
• Grade 1 to Grade 2 to Grade 3 <sup>b</sup>	Gr. 1=61	Gr. 2=63	Gr. 3=61	100%
• Grade 2 to Grade 3 to Grade 4 <sup>b</sup>	Gr. 2=51	Gr. 3=49	Gr. 4=35	69%
<b>St. Cloud</b>				
• K to Grade 1	a	K=22	Gr. 1=22	100%
• K to Grade 1 to Grade 2	K=29	Gr. 1=27	Gr. 2=25	86%
• Grade 1 to Grade 2 to Grade 3 <sup>b</sup>	Gr. 1=17	Gr. 2=16	Gr. 3=16	94%

<sup>a</sup>The school year of kindergarten enrollment for this cohort was 2009-10.

<sup>b</sup>Retention tracking began in the 2008-09 baseline school year.

## Teacher Interviews

In individual interviews, Chinese immersion teachers were asked questions about their experiences and opinions regarding various aspects of their Chinese immersion programs. The interview protocol is provided in Appendix A. The teachers' responses are summarized by five main topics:

- Assessment
- Professional community
- Challenges
- Rewards
- Recommendations

All items in italics are direct quotes from individual teachers, except for a minor word deletion or substitution that otherwise might have compromised anonymity.

### Assessment

**Standardized assessments.** The Minnesota Comprehensive Assessment (MCA) was administered in English to all Chinese immersion students in third grade. The use of other standardized assessments

varied by classroom and district. Some teachers ( $n=4$ ) reported that immersion students took the same optional standardized assessments as students in the English classrooms (e.g., MAP and Everyday Math). In addition, immersion students were administered Chinese language assessments. One teacher said that the immersion teachers at her school administered standardized assessments that were part of the Chinese language curriculum, and a second teacher said that her school administered the Youth Chinese Test (YCT).

**Teacher-constructed assessments.** Six of the teachers indicated that they created many of their own assessments for the lessons and units they taught. Three teachers specifically stated that they created their own assessments for Chinese language arts and/or literature. Several teachers ( $n=4$ ) also mentioned that assessments found in the English curriculum materials needed to be translated into Chinese before they could be used in the immersion program. One teacher noted the value of teacher-created assessments for matching the content taught in the classroom.

*Since teachers design the assessments, we know exactly what kids learn and what our expectations are.*

**Assessment usefulness.** In general, the teachers indicated that they found the assessments to be useful. For example, one teacher used assessments early in the school year to help determine where to begin instruction.

*Usually, at the beginning of the year when I take the new students, I give them a pre-test to know what is their level, where should I start.*

In addition, a few teachers ( $n=3$ ) reported that the use of assessments had improved from the previous year. For example, the teachers said that they now used a combination of assessments (e.g., portfolios, observations, written tests) that enabled them to measure student progress more effectively. In addition, each year some assessments have been revised to provide a more accurate estimate of the students' performance level.

**Recommendations for assessments.** When asked about weaknesses or what could be improved in regard to assessments, several teachers ( $n=4$ ) mentioned a desire to collaborate with Chinese immersion teachers from other schools in the development, revision, and use of assessments. One teacher stated,

*Since there are so many Chinese immersion schools already, I wish we had a chance to get together. We will, you know, find out what's the best Chinese textbooks or resources for all of our students. Then we can come up with a common assessment for all of our schools.*

A concern expressed by a few teachers ( $n=4$ ) was the large number of assessments that students are required to take. This concern was particularly noted for Chinese immersion students in third grade, because these students are required to take Chinese immersion assessments as well as the MCA.

*I think for this whole program they have too much assessment, especially when they get into third grade. I think they need to find a way to balance the assessment.*

## Professional Community

**School community.** Chinese immersion teachers indicated that teacher professional development focused on whole school initiatives was helpful in creating a sense of community. In the 2010-11 school year, some of these sessions focused on topics such as bullying and the use of Responsive Classroom. In

addition, several teachers reported that they routinely participate in grade-level meetings as well as staff meetings that are scheduled on a weekly or monthly basis. Other opportunities to actively participate in the school community mentioned by the teachers included professional learning communities (PLC's) and mentorships with teachers from the English language classrooms. The following two comments illustrate the positive working relationships.

*We also have PLC's with English class teachers. This year they helped me a lot. There are a lot of new things to learn. For example, one day we had a boat trip. The English teachers guided me through the whole process.*

*We work together and we appreciate the help the English teachers give us. They share activities and ideas for classroom management, such as a behavior chart.*

In addition, activities such as potlucks and parties provided opportunities for the immersion teachers to engage informally with the entire school community.

Several teachers described challenges to developing a strong sense of community such as a lack of time to coordinate programs and differences between Chinese immersion and English curricula. With respect to insufficient time, one teacher noted there was not enough time this school year to implement a buddy program that paired an immersion classroom with a non-immersion classroom. Another teacher stated that staff development on specific instructional areas such as reading were not mutually beneficial to Chinese immersion and English teachers due to significant differences in how reading is taught in the two languages.

**Chinese immersion community.** The teachers ( $n=7$ ) indicated that they met regularly (e.g., weekly or monthly) on a formal basis with other Chinese immersion teachers. For most teachers, these meetings were scheduled for only the immersion teachers within their school, whereas teachers at Excelsior and Scenic Heights, meetings also were scheduled for all the immersion teachers in the Minnetonka School District. In addition, many teachers ( $n=7$ ) stated that they meet informally on a daily basis with the other immersion teacher who taught a class at the same grade level. These immersion grade-level meetings were flexible and informal, and occurred during lunch, before school, or after school. One teacher noted the value of working closely with other Chinese immersion teachers.

*We [Chinese immersion teachers] communicate a lot. We are in the same school. If we cooperate more and share more, it makes our work easier.*

## Challenges

**Curriculum challenges.** When asked about challenges of the 2010-11 school year, teachers ( $n=5$ ) indicated that curriculum development continued to be especially demanding. Three teachers reported that the need to create curriculum or translate English curriculum was very time consuming. In addition, two teachers noted that sometimes the school day seemed too short to adequately include instruction in all the subjects required in the immersion program. This was particularly problematic in third grade where English language instruction had been added to the students' schedule. Assisting students to develop the necessary Chinese vocabulary for subjects such as science and social studies was identified by one teacher as a challenge. Teaching Chinese culture was described by another teacher as particularly challenging. This teacher indicated that learning about Chinese culture was not simply learning the language; it also included helping students understand cultural differences and why events and behaviors might be interpreted differently in China and the United States.

**Class size/student behavior.** Two teachers expressed concern about their large class sizes, explaining that their class sizes have been increasing each year. In addition, two teachers stated that student behavior was especially problematic in the past year. These teachers stated that they worked closely with administration and specialists to develop a plan to address off-task and inappropriate behavior. One teacher described a procedure that involved the Chinese immersion coordinator:

*[The most challenging] are more students in the class and behavior of students at the beginning of the year. The Chinese immersion coordinator assisted. [Name of coordinator] deals directly with the students. First, the teacher uses the steps in the Responsive Classroom procedure. Number one, take a break, etc. Then, if necessary, student is referred to the coordinator.*

## Rewards

**Student learning/progress.** A large number of teachers ( $n=8$ ) reported that they valued the positive relationships they had with their students and that it was especially rewarding to observe their students' progress in learning Chinese.

*I think it's when I watch students start the beginning of the year. They are not used to reading and writing. At the end of year, they can write their own picture book.*

**Parent support and involvement.** Positive relationships with parents were regarded as rewarding by several teachers ( $n=6$ ). The teachers described the various ways in which parents were involved with the children's learning such as volunteering in the classroom, donating items such as school supplies, taking students to Chinese restaurants, and assisting their children with homework.

## Recommendations

**Professional development.** A few teachers ( $n=3$ ) indicated a need for ongoing professional development related to teaching in an immersion classroom. They especially emphasized the need for training in classroom management. One teacher explained that approaches to classroom management are very different in China and that training on classroom management in American classrooms would be helpful for the Chinese teachers.

**Sharing/collaboration.** A desire for collaboration and coordination both within a school's Chinese immersion program and across districts was expressed by two teachers. These teachers said that it would be very valuable for them to meet with teachers from other districts to share lesson materials and assessments.

**Class size.** A couple of teachers expressed concern that when the class size exceeds 20 students it becomes increasingly difficult to be an effective teacher. They explained that large class sizes limit the amount of individual student contact and opportunities for differentiated instruction.

## Summary of the Teacher Interviews

- The Chinese immersion teachers reported that a variety of assessments are used with their students, including both standardized and teacher-constructed. Overall, the teachers indicated that the appropriateness and effectiveness of assessments had improved from year to year. However, a concern was expressed about the number of assessments that students were required to take, particularly third graders.
- The immersion teachers described having close, productive working relationships with English teachers, especially English teachers who taught at the same grade level. They also reported numerous opportunities to interact with the larger school community. School-wide initiatives that were meaningful for both the Chinese and English classrooms were felt to be particularly effective for promoting a sense of community. An example of one such initiative was a school-wide program to address bullying.
- The majority of the immersion teachers collaborated frequently in structured or informal setting with the other immersion teachers in their building. Many stated that they met daily with the other immersion teacher who taught at the same grade level. In addition to their active involvement in professional communities in their building, they expressed a desire for increased opportunities to build working relationships with immersion teachers from all the schools that comprise the MMIC.
- Challenges noted by the Chinese immersion teachers included the time they needed to spend developing and translating curriculum, and finding sufficient time in the school day to implement satisfactorily all aspects of the curriculum. Large class sizes and inappropriate student behavior were also described as challenges.
- The teachers reported that they valued the positive relationships they had with parents and students. They also stated that it was especially rewarding to observe their students' progress in learning Chinese.
- Teachers expressed a desire for ongoing professional development on topics such as classroom management as well as more opportunities to share and collaborate with other Chinese immersion teachers both within specific schools and across districts. In addition, the teachers described the importance of maintaining small class sizes to allow for providing individual assistance to students and for providing differentiated instruction.

## Principal Interviews

An individual interview was conducted with each of the four principals. A structured protocol was used to gather data about their perceptions, experiences, and opinions about the Chinese immersion program in the following topical areas:

- Positive new developments
- Challenges
- Creating a professional and school community
- Parent involvement
- Hiring and retaining Chinese teaching staff
- Additional comments

The report here reflects both the common themes that emerged from the answers to the questions, as well as the range of responses across the four schools. All items in italics are direct quotes from the individual principals, with the only exceptions being a minor word deletion or substitution that otherwise might compromise anonymity.

### Positive Developments

To begin, the principals were asked to describe something good that had happened during the 2010-11 school year that was new or had not happened before. All four of the respondents noted that the integration of the Chinese program into the English program at their schools was getting better, even though it is still a challenge. One of the principals described it this way:

*The integration of the grade level teachers has really gotten better. It is about building relationships and being able to ask one another and both learn from each other. The Chinese teachers are now comfortable to ask another teacher in their grade about certain cultural things that don't occur to me, but can be totally confusing or unclear to them. By the same token, the English teachers are feeling better about the Chinese teachers as peers. As time has passed, the teachers are functioning as colleagues and not competitors. It's a work in progress.*

Also, all four principals noted the fact that all of their third-grade students had taken the statewide MCA tests and that the outcomes were looking very good for the immersion students. Having the students perform well on the achievement tests has settled some of the concerns that both parents and teachers had about the effect of the immersion program on the status of the overall performance of the school.

Other new things that had happened were described as follows:

*We now have a greater emphasis on writing, with students using word banks. Teachers are getting excited about this. One of the teachers asked to produce a Chinese newspaper that the kids could write for. One of the parents volunteered to become the editor. This kind of activity is now possible because the students are older and more proficient in the language. The teachers' beliefs are growing that the kids CAN write.*

*Having the teachers do the STEM units and having the focus on inquiry is new, and it has gone very well.*

Finally, some of the principals reported that they had hired new teachers, and that all of the new hires were doing excellent work. The principals also noted that parents seemed especially pleased with their children's achievement.



## Challenges

The principals were asked about the two or three biggest challenges they have faced this year and whether or not the challenges were the same or different as compared with previous years. Across all four schools, the challenges were similar and essentially were variations on challenges that have been present since the program's inception—namely, dealing with cultural differences, classroom management concerns, integration of Chinese staff with English staff, and curriculum needs.

Addressing the cultural differences probably is the thorniest problem that the principals continuously have had to deal with, and communication is clearly the most prevalent aspect of the cultural differences. The range of comments below reveals similar concerns across all schools.

*There are still cultural differences that come up and the Chinese teachers do not ask me about them. They are still not comfortable saying such things to their supervisor, so often there are things that I don't know about. We now have some financial support for mentor teachers this year and that has helped with this. But with budget cuts, they likely will not be here next year.*

*I think the Chinese teachers feel that they have too many bosses – the principal, the district, the program coordinator, the curriculum coordinators, etc. So I had to directly tell them that only the principal has the evaluation power, if that is their concern.*

*The teachers often don't have the colloquial vocabulary or only have one word for a concept for which we have many words. For example, sleep, nap, rest, are similar words, and I might use any one of them. So I end up spending a lot of time on clarifying communication. I often feel that I am misunderstood, even though they nod to what I say. Actions later tell me that what was said earlier was not understood.*

*One of the cultural issues that still remains, is that "yes" does not always mean yes, and "no" does not always mean no, for the Chinese teachers. And some of it may also be a question of how much they really understand. I am now more comfortable going back to them to ask if they understood me.*

Related to addressing cultural differences, the Chinese teachers' management of the classroom and the classroom community was identified by some principals as an on-going challenge. One principal described it this way:

*Management of the classroom and the classroom community is still a challenge. For some I still need to be highly directive, telling them specifically, "You must do this", instead of suggesting an idea and hoping that the teacher will take this on and try it.*

The third most frequently cited challenge was the continuing integration of the Chinese immersion teachers with the English teachers into the school culture. Although this topic is also addressed in a later question, it came up as a continuing challenge in three of the four schools.

*Sometimes the Chinese teachers just don't pick up cues about the way things are done around here, such as noticing that the staff meetings always start on time. When the Chinese teachers regularly come in late to the meetings, this does not build a favorable impression among the other staff. I try to be sensitive to the fact that Chinese people grow up in a culture where you are usually told what to do. This is not in my nature to do a lot of telling, but I have to be aware of my own background limitations that impact my ability to lead a broad range of staff.*

*Many of our English teachers still do not feel that the immersion kids are part of our regular school, even though many of the immersion kids live in our attendance area. We are still trying to make this one school.*

*Building the school-wide community among all teachers is still a challenge. Some of [the English teachers] still do not believe that I am not biased in favor of the Chinese teachers.*

The continued need for an increasing amount of curriculum emerged as a challenge, particularly as a new grade level is added each year. This presents an ongoing requirement for more materials to build the elementary curriculum. All four principals had comments about curriculum and assessments. Two principals indicated that, although challenges related to curriculum exist, they have abated in the past year.

*Curriculum is less of a challenge, but still is a challenge. And we have had to develop a lot of assessments. For the new teachers, they come into the job without a complete scope and sequence, so they have to translate a lot, and it is overwhelming at times for them.*

*The curriculum challenge has lessened. We have a core curriculum now [Singapore], as we are the first group that has taken on their web-based curriculum. We are getting an English-speaking half-time curriculum coordinator just for the Chinese program for the next school year. There are leveled reading materials available on line as well. The math curriculum is not an issue.*

Challenges regarding assessment and materials procurement were noted by two of the principals.

*Assessment, as seen by the district, is a challenge – especially finding appropriate choices for assessment. Not all passages that are in English are appropriately translated into Chinese. Some district assessment leaders don't understand that there is not a one-for-one relationship between assessing in English and assessing in Chinese, for example, verb tenses.*

*Materials procurement is a problem – especially not having enough range of materials, and having to always justify the costs to obtain more materials.*

## **Creating a Professional and School Community**

The integration of the immersion program into each school has developed, as one would expect, in unique ways. Some of the schools are further along than others in blending the English and Chinese teachers and programs. Still, there are similarities and some excellent activities across all four schools that support and encourage integration. These are specific examples provided by the principals:

*The grade level teams are much more connected. Chinese and English teachers attend STEM workshops together. It works really well if the Chinese teachers really open their eyes to see the whole range of curriculum that is possible or going on.*

*Integration of the program still has a lot of work to do. We are having a school-wide focus on all children learning 10 phrases in Chinese.*

*We have a temporary half-time, English-speaking immersion coordinator to help with staff development, assessment needs and coordination, communication with the parents.*

*We try to build an understanding of the Chinese culture. The district sends two English teachers each summer to China for a two-week visit, and this has really helped to bridge the understanding across the cultures.*

*Now with our total teaching staff having a greater number of Chinese teachers, we have stronger relationships with people working more and more together. We have fully integrated our PLCs, by each grade level. Also, doing a phonetic spelling of the names of each of our Chinese teachers for the English staff has helped immensely, so that all staff in the school, including the lunchroom staff, the custodial staff, etc. know the names and can pronounce the names all of the teachers in the school.*

## **Parent Participation and Support**

All four principals have worked very hard to establish parents' trust in their enrollment decision and have focused much of their time and energy on keeping parents apprised of ongoing developments. As evidenced in the comments below, the principals have observed that both parental commitment and involvement have increased over time.

*I think the parents who have stayed with the program have become more committed. They have "stepped up to the plate" to take on leadership roles in the school. They help with recruitment for next year's classes and are like ambassadors for the program.*

*Our parents seem to trust the program more now, believing that we know what we are doing. The challenge, then, is to keep improving the program and not be content with where we are now. The structure of the program has to keep getting better.*

## **Hiring and Retaining Chinese Teachers**

One of the themes noted in the previous question about on-going challenges faced by the principals was the importance of hiring and keeping high quality Chinese teachers. The principals described what they have learned about hiring immersion teachers and the special efforts they have made to retain them. Two principals described actions carried out by their districts:

*I appreciate that the district has been willing to pay the airfare to bring qualified candidates [from around the U.S.] here for an interview. To not do so would be "penny-wise but pound foolish". I am able to watch them model teach, and to have them spend the day here.*

*The district is committed to paying for the visa, which helps a lot.*

One principal offered an example of personal effort to strengthen relationships:

*It [retaining the Chinese teachers] is more about relationships. I make many attempts to connect with the Chinese teachers all year long. For example, I sit with them at lunch.*

Despite efforts on the part of the district or individual principals, obstacles continue to exist. For example, one principal pointed out the difficulties that Chinese immersion teachers often face in meeting the Minnesota licensure testing requirements, especially the tests that require a relatively high level of proficiency in the English language.

## **Additional Comments about the Program**

All four principals had additional comments. They centered primarily on current program issues and ideas for professional development, as well as planning for the program in future years. Two principals shared suggestions regarding possible collaboration among teachers and among administrators.

*I would like to have more opportunities for the teachers to be meeting with one another—more than just the STEM work. Having them brought together by the grant— such as having a user’s conference with topics that all could learn from one another, such as using a Smart Board, or learning more about writing in Chinese.*

*It would be nice for the principals to visit the actual schools [the MMIC schools] in this program more often to see what is in place when we have our FLAP Core team meetings. This would help to share strategies. Also, to go in together with another principal to observe teaching, and then to discuss with my colleague what were some of the best practices that were observed... The whole piece of classroom management is still an ongoing issue, and we could talk about that as well.*

One principal questioned the focus of grant funding and requested a faster turnaround time with respect to development of STEM units and notification of SOPA test results.

*It seems like a lot of money is being spent for a couple of STEM units, when the real problem is literacy. The funding helps to support our program, but the costs for release time, etc. make us run the program on a thin margin. Having the support for the SOPA testing is good, but getting that information in a timely fashion would be more helpful.*

The transition from elementary to middle school was a concern shared by two principals.

*We have to be thinking of how we can keep the kids in the program as they move into middle school. We need to keep both the kids and the parents fired up about the program. If we look at the best interests of the program, I think we need to take some of our best and brightest teachers and move them into the middle school. That is how we will have a continuing strong program. I can hire to replace those that are moving to teach in the middle school, because we have enough numbers of teachers in my other grades to support new elementary teachers coming in.*

*I am concerned about transition planning for kids going into the middle school. There are some preconceived notions that are not helpful as we are beginning these conversations. The district leadership needs to have a strong role in this.*

## **Summary of the Principal Interviews**

The interviews reveal a strong sense of growth on the part of the principals. Since the Chinese immersion programs began, these school leaders have had to address a wide range of issues inherent with the start-up of a new initiative. As one principal noted early on during the interview:

*The challenges have shifted a bit. Some things that were looming large previously have been taken care of, and new challenges have taken their place.*

As one reads the comments in this report, there seems to be a sense of satisfaction from all principals about the movement forward. Even though some issues persist, such as the need to continue to think strategically about how best to deal with the cultural differences in communication, and the ongoing need for more curricula and formative assessments in Chinese, the principals are now more confident or knowledgeable about how to go about solving those problems. They have come to anticipate parent concerns often before they arise, and these leaders have been creative and committed to working through the blending of Chinese and English staff in their buildings.

Integrating the immersion programs across the four schools, for example by sharing curricula or observing teachers in other buildings, is an idea or desire that has been present since the program began but has not yet been fully enacted. Those may be “second tier” needs that could be addressed now that the “first tier” needs related to getting the programs launched have been successfully achieved. The following final comment made by one of the principals describes a sentiment shared by all:

*This program is still exciting, and now we are all quite proud of what we have done.*

## Parent Survey

The parent survey results presented in this report are aggregated across the four schools and include a summary of responses to items concerning the following:

- Child’s enjoyment of the program
- Child’s progress
- Quality of instruction
- Opinion of selected program features
- Overall satisfaction
- Re-enrollment decision
- Recommendations for changes to the program.

If parents had more than one child enrolled in their school’s immersion program, they were instructed to think of the oldest child when responding to survey items. A copy of the survey is provided in Appendix B. Information about the parent respondents is provided in Appendix C.

### Child’s Enjoyment of Chinese Immersion Program

Parents were asked to rate how much their child enjoyed eight specific aspects of the immersion program. These aspects are presented in Table 4 along with the percent of parents reporting a high or medium level of enjoyment. When aggregated across grade levels, the results indicate that the children especially enjoyed studying science (99%), speaking Chinese with the teacher (97%), studying social studies (97%), studying math (96%), learning about Chinese culture (95%), and writing Chinese (92%). The areas associated with the lowest enjoyment were reading Chinese (88%) and speaking Chinese with classmates (82%). Three differences between the 2009-10 and 2010-11 ratings were 5 percentage points or more, and all three were increases. These three increases were for the parents’ ratings of their child’s enjoyment of speaking Chinese with the teacher, studying math, and studying science.

When categorized by the child’s grade, the results indicate that the level of enjoyment was lower for fourth graders as compared to that of children in the other grades. The fourth graders’ enjoyment was markedly lower for speaking Chinese with classmates and reading Chinese, for which 53% and 65%, respectively, of parents reported that their child experienced a high or medium level of enjoyment.

**Table 4. Child’s Enjoyment of the Chinese Immersion Program by Child’s Grade**

Please indicate how much your (oldest) child enjoys the following aspects of his/her Chinese immersion program.  How much your child enjoys ...	Total N <sup>a</sup> (2010-11)	% High or Medium <sup>b</sup>						
		Grade in 2010-11					Across Grades by School Year	
		K	1	2	3	4	2010-11	2009-10
Speaking Chinese with the teacher	291	97%	100%	96%	97%	81%	97%	92%
Speaking Chinese with classmates	268	83%	81%	78%	92%	53%	82%	85%
Writing Chinese	313	93%	97%	91%	92%	80%	92%	90%
Reading Chinese	311	85%	97%	92%	88%	65%	88%	92%
Learning about Chinese culture	296	93%	98%	92%	99%	90%	95%	95%
Studying math	308	99%	100%	96%	92%	85%	96%	88%
Studying science	283	100%	100%	98%	100%	88%	99%	94%
Studying social studies	255	98%	100%	97%	94%	94%	97%	94%

<sup>a</sup>The total N for each item does not include participants who selected the Don’t Know option, the N/A option, or participants who gave no response.

<sup>b</sup>Rating scale was *High, Medium, Low, None, Don’t Know, and Not Applicable*.

On the year-two survey, parents of third-grade students were asked to rate enjoyment of a sound unit in science specific to that grade level (see Table 5). Sixty-two percent of parents of third graders reported their child had a high or medium level of enjoyment of the unit while an additional 38% of parents did not know if their child enjoyed the unit.

**Table 5. Third-Grade Child’s Enjoyment of the Sound Unit in Science**

Only for students in the third grade: An engineering unit on SOUND was included in the third-grade science classes for the first time in Spring 2011. How would you rate your child’s enjoyment of studying the unit on SOUND?	Total N <sup>a</sup>	% High or Medium <sup>b</sup>	% Don’t Know
		74	62%

<sup>a</sup>The total N for each item does not include participants who selected the N/A option or participants who gave no response.

<sup>b</sup>Rating scale was *High, Medium, Low, None, Don’t Know, and Not Applicable*.

## Child's Progress in the Chinese Immersion Program

On the second year survey, but not on the first, parents were asked to indicate how satisfied they were with their child's progress in seven subjects and activities. Table 6 presents the percent reporting they were satisfied with their child's progress. Across grade levels, the satisfaction rate was 94% or higher for all seven areas.

When categorized by grade level, the results were similar to those regarding the child's enjoyment of the program. Namely, the parents' satisfaction with their children's progress, with the exception of social studies, was lower for fourth graders than for children in the other grades. The level of satisfaction with fourth graders' progress, as compared to the other grades, was particularly low for speaking Chinese and math, where 75% of parents reported they were satisfied.

**Table 6. Satisfaction with Child's Progress in the Chinese Immersion Program by Child's Grade**

<i>How satisfied are you with your child's progress in the following?</i>	Total N <sup>a</sup>	Grade in 2010-11					% Satisfied Across Grades <sup>b</sup>
		K	1	2	3	4	
Speaking Chinese	312	100%	100%	96%	97%	75%	97%
Writing Chinese	309	98%	100%	95%	99%	85%	97%
Reading Chinese	305	96%	97%	97%	96%	80%	95%
Learning about Chinese culture	295	99%	100%	99%	99%	94%	99%
Math	304	95%	98%	96%	97%	75%	94%
Science	263	95%	100%	93%	92%	80%	94%
Social studies	249	94%	100%	94%	91%	93%	94%

<sup>a</sup>The total N for each item does not include participants who selected the Don't Know option, the N/A option, or participants who gave no response.

<sup>b</sup>Rating scale was *Very Satisfied*, *Satisfied*, *Dissatisfied*, *Very Dissatisfied*, *Don't Know*, and *Not Applicable*. The percent satisfied reported in the table was calculated by summing the number who selected the *Very Satisfied* and *Satisfied* response options.

## Quality of Instruction

On both the year one and year two surveys, parents were asked to rate the quality of instruction received by their child in five subjects. Across grade levels, the percent of parents giving a rating of excellent or good to instruction in each of the five subjects ranged from 92% to 98% for the 2010-11 school year. The ratings for four of the five subjects were higher in 2009-10 than in 2009-10, the only exception being math where 92% of parents gave an excellent or good rating both years. Notable increases from one school year to the next were associated with science and social studies, where both increases were equal to 11 percentage points.

When analyzed by child's grade level, it was found that all five subjects for children in kindergarten through second grade received excellent or good ratings from 91% or more of the parents. For third-grade children, quality of instruction provided in math was rated slightly lower, receiving an excellent or good rating from 89% of the parents. When compared to the other grades, with the exception of science, quality of instruction provided to fourth graders received the lowest ratings.

**Table 7. Parents' Opinion of Quality of Instruction by Child's Grade**

<i>How would you rate the quality of instruction received by your (oldest) child in the following subjects?</i>	Total N <sup>a</sup> (2010-11)	% Excellent or Good <sup>b</sup>						
		Grade in 2010-11					Across Grades by School Year	
		K	1	2	3	4	2010-11	2009-10
Chinese language	310	100	100	99	97	90	98	97
Chinese culture	295	93	98	97	96	89	96	93
Math	306	95	97	91	89	84	92	92
Science	265	92	96	91	93	93	93	82
Social studies	254	91	98	94	93	87	93	82

<sup>a</sup>The total N for each item does not include participants who selected the Don't Know option, the N/A option, or participants who gave no response.

<sup>b</sup>Rating scale was *Excellent, Good, Fair, Poor, Don't Know, and Not Applicable*.

## Opinion of Chinese Immersion Program Features

Parents were asked to express their opinion about selected features of the Chinese immersion program. These features are presented in Table 8 along with the percent of parents responding *Too Many/Too Much, About Right, and Not Enough*. The responses given by parents for the 2010-11 school year indicated that they were generally satisfied with the amount of technology used in their child's classroom, amount of communication about events and activities taking place in the immersion program, and the number of opportunities their child had to interact informally with other immersion students. However, 13% thought there was not enough communication about events and activities in the immersion program and 17% indicated there were too few opportunities for their child to interact informally with other immersion students. Parents indicated they would like to see an increase in the amount of communication about their child's progress in the immersion program (23%) and an increase in the opportunities their child had to interact with children at the school who were not in the immersion program (25%). In addition, 20% of respondents indicated that class size was too large. Opinions regarding amount of homework were more variable with 73% saying it was about right, 13% saying it was too much, and 14% saying it was not enough.



Two program features were associated with changes of five percentage points or more from the 2009-10 to the 2010-11 school year. These were the number of students in the class and amount of homework received. The percent of parents indicating that they felt class size was too large increased by seven percentage points, and the percent of parents indicating that not enough homework was assigned increased by five percentage points.

**Table 8. Parents' Opinion of Chinese Immersion Program Features**

<b>Program Feature</b>	<b>School Year</b>	<b>Total N*</b>	<b>Too Many/Too Much %</b>	<b>About Right %</b>	<b>Not Enough %</b>
Technology used in your child's classroom	2010-11	300	2%	92%	6%
	2009-10	196	2%	95%	3%
Communication about events and activities taking place in the Chinese immersion program	2010-11	307	<1%	86%	13%
	2009-10	208	0%	83%	17%
Opportunities your child has to interact informally (e.g., playing games, chatting) with other children who are in the Chinese immersion program.	2010-11	285	0%	83%	17%
	2009-10	181	1%	85%	14%
Communication about your child's progress in the Chinese immersion program	2010-11	313	<1%	77%	23%
	2009-10	206	<1%	75%	25%
Number of students in your child's class	2010-11	314	20%	76%	3%
	2009-10	208	13%	86%	<1%
Opportunities your child has to interact with children at the school who are <u>not</u> in the Chinese immersion program.	2010-11	251	1%	74%	25%
	2009-10	170	3%	75%	22%
Amount of homework your child receives	2010-11	314	13%	73%	14%
	2009-10	206	12%	79%	9%

\*The total N for each item does not include participants who selected the Don't Know option or participants who gave no response.

## Overall Satisfaction with the Program

Responses regarding satisfaction with the Chinese immersion program indicate that most parents are satisfied. Across grades, 71% of parents reported that they were very satisfied with the program and 28% said they were satisfied (see Table 9). Less than 2% reported that they were either dissatisfied or very dissatisfied with the Chinese immersion program.

The results categorized by grade show that the percent of parents who selected the “very satisfied” option declined systematically from kindergarten to grade 4, from 83% to 45%, a difference of 38 percentage points. At the same time, the percent of parents who selected the “satisfied” option increased systematically from kindergarten to grade 4, from 17% to 50%, a difference of 33 percentage points. Although parents continue to be satisfied with the immersion program, the results indicate that their level of satisfaction declines as their child advances from one grade level to the next. This decreasing satisfaction should be investigated.

**Table 9. Overall Satisfaction with the Program (n=314)**

<i>Overall, how satisfied are you with the Chinese immersion program?</i>	Grade in 2010-11					% Across Grades
	K	1	2	3	4	
Very satisfied	83%	75%	67%	64%	45%	71%
Satisfied	17%	24%	32%	34%	50%	28%
Dissatisfied	0%	0%	1%	1%	5%	1%
Very dissatisfied	0%	2%	0%	0%	0%	<1%

## Recommendations for Changes to the Program

In an open-ended question, parents were asked what, if anything, they would change so that the Chinese immersion program would be more effective for their child. Forty-nine percent (154 of 315) parents wrote a response to the question. Their recommendations are summarized in Table 10. The most frequently recommended change pertained to class size. Some parents requested that a small class size be maintained, while others requested that class sizes be decreased. Other recommendations made by at least 10% of the respondents concerned the children’s social skills (12%), English language curriculum and instruction (12%), and the Chinese immersion teachers’ need for additional training (10%). It should be noted that 18% of the respondents used the answer space to write a comment indicating that they were completely satisfied with the program.

**Table 10. Parents’ Recommendations for Changes to the Program**

<i>What, if anything, would you change about the Chinese immersion program so that it would be more effective for your child?</i>	%*
<b>Small class size</b> <i>(e.g., Decrease classroom size.)</i>	18%
<b>General Satisfaction</b> <i>(e.g., I’m very satisfied with the program.)</i>	18%
<b>Assistance with social skills</b> <i>(e.g., Upholding high expectations for school behavior.)</i>	12%
<b>Curriculum and instruction</b>	
• <b>English language</b> <i>(e.g., While the language learning has been effective, I think the district needs to provide English learning support to these students long before 3<sup>rd</sup> grade.)</i>	12%

**Table 10 continued.**

<ul style="list-style-type: none"> <li>• <b>Science and math curriculum</b> (e.g., <i>Ensure focus on math and science as well.</i>)</li> </ul>	4%
<ul style="list-style-type: none"> <li>• <b>General</b> (e.g., <i>Some exposure to specials in Chinese (gym/art/music).</i>)</li> </ul>	4%
<b>Teachers</b>	
<ul style="list-style-type: none"> <li>• <b>Teacher preparation/training</b> (e.g., <i>I would strongly recommend training our new teachers on American culture and parental expectations.</i>)</li> </ul>	10%
<ul style="list-style-type: none"> <li>• <b>Excellent teachers</b> (e.g., <i>We have excellent teachers and that makes a huge difference!</i>)</li> </ul>	4%
<ul style="list-style-type: none"> <li>• <b>General</b> (e.g., <i>I think the key is to have teachers who have experience in immersion programs, especially in the early grades.</i>)</li> </ul>	3%
<b>Parent involvement/interaction</b> (e.g., <i>I would like to have more opportunities to volunteer in the classroom to take part in my child's education.</i> )	8%
<b>Homework</b>	
<ul style="list-style-type: none"> <li>• <b>Information related to studying at home</b> (e.g., <i>I would like to see a training session for parents in how to use the teaching materials available.</i>)</li> </ul>	8%
<ul style="list-style-type: none"> <li>• <b>Less homework</b> (e.g., <i>I believe the children have too much homework.</i>)</li> </ul>	6%
<ul style="list-style-type: none"> <li>• <b>Additional homework</b> (e.g., <i>We would like to see more homework.</i>)</li> </ul>	3%
<b>Communication</b>	
<ul style="list-style-type: none"> <li>• <b>Communication about student progress</b> (e.g., <i>Provide more communication of my child's progress</i>)</li> </ul>	8%
<ul style="list-style-type: none"> <li>• <b>Communication about events</b> (e.g., <i>More advanced notice on relevant community events.</i>)</li> </ul>	3%
<b>Individualized instruction</b> (e.g., <i>More one-on-one time for the students with the teacher.</i> )	5%
<b>Supplemental activities</b> (e.g., <i>Help families connect with more Chinese language activities in the summer.</i> )	5%
<b>Students speak Chinese</b> (e.g., <i>I would like to see the children talking more to each other in Chinese during in-class interactions.</i> )	5%
<b>Opportunities to interact outside the immersion program</b> (e.g., <i>More opportunities for interaction with other kids/classes.</i> )	3%
<b>Other</b> (e.g., <i>I think it is a developing program and we learn as we go.</i> )	13%

\*Percentages are based on a total of 154 respondents. Because responses could be coded in more than one category, the sum of the percentages is greater than 100.

## Re-enrollment Decision

Responses regarding their decision to re-enroll their child in the Chinese immersion program for the 2011-12 school year indicate that, overall, most parents were satisfied with the Chinese immersion program. Ninety percent of the parents reported that they had definitely decided to re-enroll their child and 7% said that they probably would re-enroll (see Table 11). These results are very similar to those of the 2009-10 school year.

However, the percent indicating they planned to definitely re-enroll their child dropped noticeably from grade 1 to grade 4, while the percent indicating they planned to probably re-enroll increased from grade 1 to grade 4. The difference in the percent of parents selecting the “definitely will” option was especially pronounced for grade 3 (84%) compared to grade 4 (65%), a difference of 19 percentage points.

**Table 11. Re-enrollment Decision by Child’s Grade**

<i>How likely are you to re-enroll your child?</i>	Grade in 2010-11					% Across Grades by School Year*	
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>2010-11</b>	<b>2009-10</b>
Definitely will	96%	97%	90%	84%	65%	90%	91%
Probably will	4%	2%	8%	16%	30%	9%	7%
Probably will not	0%	2%	1%	0%	5%	1%	2%
Definitely will not	0%	0%	1%	0%	0%	<1%	<1%

\*Percentages in the 2010-11 and 2009-10 school year are based on a total of 310 and 208 respondents, respectively.

## Reasons for the Re-Enrollment Decision

An open-ended question asked the parents to describe the most important reasons for their re-enrollment decision. These reasons are summarized in Table 12. The most common reason, provided by 36% of the respondents, was a statement indicating that they and/or their child were pleased with the program. Other reasons provided by 10% or more of the respondents included the perceived importance of being proficient in a foreign language (especially Chinese) (31%), their commitment to the program (24%), their child's satisfactory progress (16%), and satisfaction with the teachers. In addition, respondents expressed a variety of concerns about the Chinese immersion program including concerns about the future (10%), class size (4%), and social aspects of learning (3%).

**Table 12. Reasons for Re-Enrollment Decision**

<b>Topic of Response</b>	<b>%*</b>
<b>Child/parent is pleased with the program</b> <i>(e.g., My child enjoys the program a great deal.)</i>	36%
<b>Importance of Chinese/foreign language proficiency</b> <i>(e.g., Learning a second language is important.)</i>	31%
<b>Committed to the program</b> <i>(e.g., We are committed to the program.)</i>	24%
<b>Child is making progress</b> <i>(e.g., He is learning so much!)</i>	16%
<b>Satisfaction with teachers</b> <i>(e.g., Good quality of teaching.)</i>	13%
<b>Important to learn about another culture</b> <i>(e.g., It is valuable to learn different world views and be familiar with other cultures.)</i>	8%
<b>General concerns about program</b> <i>(e.g., Distance and cost of commuting are important reasons.)</i>	7%
<b>Concerns about future teachers</b> <i>(e.g., Concerned about who the teacher will be.)</i>	6%
<b>Concerns about the future other than teachers</b> <i>(e.g., Concern for preparedness for middle school.)</i>	4%
<b>Concerns about class size</b> <i>(e.g., I'm very concerned about class size.)</i>	4%
<b>Concerns about social aspects of learning</b> <i>(e.g., The social issues are distracting)</i>	3%
<b>Child is from China</b> <i>(e.g., Opportunity to give them exposure to their birth country's language and culture.)</i>	2%
<b>Changing programs would be disruptive</b> <i>(e.g., Very disruptive to switch programs.)</i>	2%
<b>Other</b> <i>(e.g., Hoping for the best next year!)</i>	8%

\* Percentages are based on a total of 163 respondents. Because responses could be coded in more than one category, the sum of the percentages is greater than 100.

## Summary of the Parent Survey

- Overall, parents reported that their children enjoyed the subjects and activities of the Chinese immersion program. In particular, parents indicated that their children especially enjoyed math, science, social studies, Chinese culture, writing Chinese, and speaking Chinese with their teacher. Lower levels of enjoyment were associated with reading Chinese and speaking Chinese with classmates. Substantial increases were noted in the ratings provided by parents for the 2010-11 school year as compared to 2009-10 for their child's enjoyment of math, science, and speaking Chinese with the teacher.
- Overall, the percent of parents giving a rating of excellent or good to instruction received by their child in five academic areas ranged from 92% to 98% for the 2010-11 school year. In addition, large increases from 2009-10 to 2010-11 were noted for ratings associated with quality of instruction in science and social studies.
- Across grade levels, parents reported high levels of satisfaction with their child's progress in Chinese immersion subjects and activities. The satisfaction rates for seven different subjects and activities ranged from 94% to 99%.
- When evaluating specific program features, the parents' responses indicated that they were generally quite satisfied. However, they did express a concern that there were insufficient opportunities for their child to interact with other students not in the immersion program. In addition, parents expressed a concern that they did not receive adequate communication about their child's progress.
- Nearly all parents (99%) reported that they would definitely re-enroll or probably will re-enroll their child in the Chinese immersion program for the coming school year. This decision was primarily based on the parent's belief in the value of foreign language proficiency and overall satisfaction with the program.
- The ratings provided by parents of fourth graders were generally lower than those provided by parents of children in the other grades. This was the case for ratings of the child's enjoyment, ratings of the quality of instruction, and satisfaction with the child's progress. In addition, parents of fourth graders appeared to be less likely to decide to re-enroll their child in Chinese immersion when compared to parents of children in kindergarten through grade three. Reasons for these declines should be investigated.
- Parents recommended that size of classes in the immersion program should be small, deficiencies in the children's social skills and classroom behavior should be addressed, sufficient support for English language skills should be available, and that the Chinese immersion teachers should receive the training necessary to ensure that high quality classroom instruction is provided.

## ◆ Overall Summary

- A 5-year Foreign Language Assistance Program (FLAP) grant was awarded by the U.S. Department of Education to the Minnesota Mandarin Immersion Collaborative (MMIC) for the project *Global Literacy Through Mandarin Immersion and STEM*. The districts participating in the MMIC are Hopkins, Minnetonka, and St. Cloud. The grant supports immersion instruction in Mandarin Chinese that begins at the kindergarten level and the development of a curriculum that has a content focus on Science, Technology, Engineering, and Math (STEM).
- In 2010-11, the second year of the grant-funded project, the Hopkins and St. Cloud school districts offered Chinese immersion for students in kindergarten through grade 3. Minnetonka also offered grade 4 immersion. From the initial year of enrollment through 2010-11, the retention rates for all three districts were generally quite high, with an average of 93% across enrollment cohorts. An outlier was the cohort comprised of students who were fourth graders in 2010-11. This cohort had a 69% retention rate from baseline. Attention should be focused on grades three and above to identify and address a possible pattern of declining enrollment that begins at grade four.
- The total enrollment in Chinese immersion classes in the baseline school year of 2008-09, aggregated across the three participating districts, was 318 students. In 2009-10, the total enrollment was 450 students, an increase of 42%. In 2010-11, the total enrollment was 609, an increase of 92% from baseline.
- For evaluation of the second year of the MMIC project, information regarding implementation of the Chinese immersion programs was obtained via interviews with the teachers and principals and via a survey questionnaire administered to the parents.
- The Chinese immersion teachers reported that both standardized and teacher-constructed assessments were used with their students. Overall, the teachers indicated that the appropriateness and effectiveness of assessments had improved from year to year. The assessments were viewed as helpful in determining where to start instruction at the beginning of the year as well as for tracking student progress throughout the year.
- The majority of immersion teachers reported that they collaborated frequently in both structured and informal settings with the other immersion teachers in their building. In addition to the professional communities within each school, the teachers indicated they would like more opportunities to establish professional relationships with teachers from all four schools comprising the MMIC.
- The immersion teachers described having close, productive working relationships with the English teachers at their schools, especially the English teachers who taught at the same grade level. Immersion teachers also reported having numerous opportunities to interact positively with their school communities.
- Challenges noted by the immersion teachers included the time they needed to spend developing and translating curriculum. Large class sizes and inappropriate student behavior were also mentioned as challenges. The teachers explained that large class sizes limited their ability to provide individual assistance to students and to differentiate instruction. To increase their

effectiveness, the teachers indicated they would appreciate professional development on the topic of classroom management.

- The teachers reported that they valued the positive relationships they had with parents and students and that it was especially rewarding to observe their students' progress in learning Chinese.
- Interviews with the four principals revealed a strong sense of growth. Since the Chinese immersion programs began, the principals have needed to address a wide range of issues inherent with the start-up of a new initiative. They are now more confident or knowledgeable with respect to dealing with issues that continue to persist, such as the need to continue to respond strategically to cultural communication differences and the on-going need for more curricula and assessments. In addition, they now anticipate parent concerns often before they arise, and they have worked creatively and persistently to blend the Chinese and English staff in their buildings.
- Overall, the principals conveyed a sense of satisfaction with the progress that has been made in their immersion programs. However, they indicated they would like to devote more effort in the future to integrating the immersion programs across the four schools.
- Parents indicated that their children especially enjoyed math, science, social studies, Chinese culture, writing Chinese, and speaking Chinese with their teacher. In addition, substantial increases in enjoyment from the previous school year to 2010-11 were noted for math, science, and speaking Chinese with the teacher.
- The parents' ratings of quality of instruction, aggregated across grade levels, were very high. Large increases in the quality ratings from the previous school year to 2010-11 were associated with instruction in science and social studies.
- The parents reported that, overall, they were satisfied with their child's progress in Chinese immersion subjects and activities. The satisfaction rates for subjects and activities included on the questionnaire ranged from 94% to 99%.
- When evaluating specific program features, the parents' responses indicated that they were generally quite satisfied. However, they did express a concern that there were insufficient opportunities for their child to interact with students not in the immersion program. In addition, they indicated that they did not receive adequate communication about their child's progress.
- Nearly all parents (99%) reported that they would definitely re-enroll or probably re-enroll their child in the Chinese immersion program for the coming school year.
- The ratings provided by parents of fourth graders were generally lower than those provided by parents of children in kindergarten through grade three. This was the case for ratings of the child's enjoyment, ratings of the quality of instruction, and satisfaction with the child's progress. In addition, parents of fourth graders appeared to be less likely to re-enroll their child in Chinese immersion when compared to parents of children in the other grades. Reasons for these declines should be investigated.
- Parents recommended class sizes in the immersion program should be small, deficiencies in the children's social skills and classroom behavior should be addressed, sufficient support for English



language skills should be available, and the Chinese immersion teachers should receive the training necessary to ensure that high quality classroom instruction is provided.

## Appendix A: Teacher Interview Questions

1. The first topic is **assessment**.
  1. What assessments or assessment procedures are you using in your teaching that work really well for monitoring your students' progress?
  2. Where would you say the most improvement been made this year with respect to assessment of student learning?
  3. What would you say are the weaknesses (difficulties, challenges, problems) related to assessment?
  4. What changes or improvements would you recommend?
  
2. **Professional community**. The next topic is professional community. Professional community refers to your relationships with administrators, staff, and other teachers at your school.
  - a. In what ways do you interact with other teachers in the school who are teaching in the Chinese immersion program?
  - b. .... who are NOT teaching in the Chinese immersion program?
  - c. What has the school done to help you feel a part of the professional community in the school?
  - d. What else could be done?
  
3. What has been the most **challenging** thing for you this year as a teacher in a Chinese immersion program?
  
4. What is the most **rewarding** thing?
  
5. What is one **recommendation** you would make to make the Chinese immersion program better?
  
6. Are there any **additional comments or suggestions** you would like to make about the Chinese immersion program?

Thank you for taking time to participate in this interview.

## Appendix B: Parent Survey

Note: The survey was reformatted for inclusion in this report so that it would take up fewer pages.

If you have more than one child enrolled in the Chinese immersion program, please think about the OLDEST child when you answer the questions in the survey.

1. Your (oldest) child's school (check one)

<input type="checkbox"/>	Hopkins Eisenhower Elementary/ XinXing Academy
<input type="checkbox"/>	Minnetonka Excelsior Elementary
<input type="checkbox"/>	Minnetonka Scenic Heights Elementary
<input type="checkbox"/>	St. Cloud Madison Elementary/Guang Ming Academy

2. How many of your children are currently enrolled in the Chinese immersion program at this school?

\_\_\_\_\_

3. Your (oldest) child's grade (check one)

<input type="checkbox"/>	Kindergarten
<input type="checkbox"/>	Grade 1
<input type="checkbox"/>	Grade 2
<input type="checkbox"/>	Grade 3
<input type="checkbox"/>	Grade 4

4. Your (oldest) child's ethnicity (check all that apply)

<input type="checkbox"/>	Native Indian
<input type="checkbox"/>	African American
<input type="checkbox"/>	African (Somalia, Ethiopia, etc.)
<input type="checkbox"/>	Asian (other than Chinese)
<input type="checkbox"/>	Chinese
<input type="checkbox"/>	Hispanic
<input type="checkbox"/>	White
<input type="checkbox"/>	Other, please specify: _____

**YOUR CHILD’S ENJOYMENT OF THE IMMERSION PROGRAM**

Please indicate how much your (oldest) child enjoys the following aspects of his/her Chinese immersion program this school year. Use the scale *High, Medium, Low, None* to indicate your child’s degree of enjoyment.

Select *Don’t know* for subjects or activities your child has experienced but for which you don’t know your child’s degree of enjoyment. Select *Not Applicable (N/A)* for subjects or activities that your child has not experienced.

How much your (oldest) child enjoys...	Degree of Enjoyment				Don’t know	N/A
	High	Medium	Low	None		
5. Speaking Chinese with the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Speaking Chinese with classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Writing Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Reading Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Learning about Chinese culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Studying math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Studying social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Studying science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ONLY FOR STUDENTS IN THIRD GRADE:</b>						
An engineering unit on SOUND was included in the third-grade science classes for the first time in spring 2011. How would you rate your child’s enjoyment of...						
13. Studying the unit on SOUND	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Use this space to write any comments you would like to make about your child’s enjoyment of the subjects and activities that you just rated.

### YOUR CHILD’S PROGRESS IN THE IMMERSION PROGRAM

Please indicate how satisfied you are with your (oldest) child’s progress in the Chinese immersion program this year. Use the scale *Very satisfied, Satisfied, Dissatisfied, Very dissatisfied* to indicate your degree of satisfaction.

Select *Don’t know* for subjects or activities that are part of your child’s education but for which you feel you don’t have enough knowledge to provide a rating. Select *Not Applicable (N/A)* for subjects or activities that your child has not experienced.

<b>How satisfied are you with your (oldest) child’s progress in...</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Don’t Know</b>	<b>N/A</b>
15. Speaking Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Writing Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Reading Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Learning about Chinese culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Use this space to write any comments you have about the immersion program features you just rated.

### QUALITY OF INSTRUCTION RATINGS

In this section, you are asked to rate the quality of instruction received by your (oldest) child this school year. Use the scale *Excellent, Good, Fair, Poor*.

Select *Don't know* for subjects or activities that are part of your child's education but for which you feel you don't have enough knowledge to provide a quality rating. Select *Not Applicable (N/A)* for subjects or activities that your child has not experienced.

How would you rate the quality of instruction received by your (oldest) child in the following subjects?

Quality of instruction received by your child in...	Quality				Don't know	N/A
	Excellent	Good	Fair	Poor		
23. Chinese language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Chinese culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Use this space to write any comments you have about the subject areas you just rated.

**YOUR OPINION OF CHINESE IMMERSION PROGRAM FEATURES**

In this section, you are asked your opinion about some features of your (oldest) child’s Chinese immersion program this school year. Use the response scale *Too many/Too much*, *About right*, *Not enough*, and *Don’t know*.

	<b>Too Many/ Too Much</b>	<b>About Right</b>	<b>Not Enough</b>	<b>Don’t Know</b>
29. Number of students in your child’s class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Amount of homework your child receives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Technology used in your child’s classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Opportunities your child has to interact informally (e.g., playing games, chatting) with other children who are in the Chinese immersion program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Opportunities your child has to interact with children at the school who are <u>not</u> in the Chinese immersion program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Communication about events and activities taking place in the Chinese immersion program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Communication about your child’s progress in the Chinese immersion program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use this space to write any comments you have about the immersion program features you just rated.

## YOUR OVERALL SATISFACTION WITH THE PROGRAM

36. Overall, how satisfied are you with the Chinese immersion program this school year?

<input type="checkbox"/>	Very satisfied
<input type="checkbox"/>	Satisfied
<input type="checkbox"/>	Dissatisfied
<input type="checkbox"/>	Very dissatisfied

37. What, if anything, would you change about the Chinese immersion program so that it would be more effective for your child?

## YOUR RE-ENROLLMENT DECISION

38. How likely are you to re-enroll your child in the Chinese immersion program this coming school year? (Check only one.)

<input type="checkbox"/>	Definitely will
<input type="checkbox"/>	Probably will
<input type="checkbox"/>	Probably will not
<input type="checkbox"/>	Definitely will not

39. Use this space to describe the most important reasons for your decision.



## BACKGROUND INFORMATION

Please rate the highest level of proficiency of Mandarin Chinese of any adult member of your household with respect to speaking and writing.

	Native or Native-like	Advanced	Intermediate	Beginner	No Ability
40. Speaking Mandarin Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Understanding spoken Mandarin Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Writing Mandarin Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Understanding written Mandarin Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

44. What is your relationship to the child enrolled in the Chinese immersion program?

<input type="checkbox"/>	Mother
<input type="checkbox"/>	Father
<input type="checkbox"/>	Other: _____

45. Your ethnicity (check all that apply)

<input type="checkbox"/>	African American	<input type="checkbox"/>	African (Somalia, Ethiopia, etc.)
<input type="checkbox"/>	Asian (other than Chinese)	<input type="checkbox"/>	Chinese
<input type="checkbox"/>	Native Indian	<input type="checkbox"/>	Hispanic
<input type="checkbox"/>	White	<input type="checkbox"/>	Other, please specify: _____

46. Please use this space to write any additional comments or suggestions you have regarding the Chinese immersion program.

Note: If parents had more than one child enrolled in Chinese immersion, they were instructed to think of the oldest child when responding to the survey items.

**Table C1. Child's School (n=315)**

<i>Your oldest child's school (check one)</i>	<b>%</b>
• Hopkins – Eisenhower Elementary/XinXing Academy	36%
• Minnetonka – Excelsior Elementary	31%
• Minnetonka – Scenic Heights Elementary	20%
• St. Cloud – Madison Elementary/Guang Ming Academy	14%

**Table C2. Number of Respondent's Children Enrolled in Chinese Immersion (n=312)**

<i>How many of your children are currently enrolled in the Chinese immersion program at Hopkins, Minnetonka, or St. Cloud?</i>	<b>%</b>
• One	79%
• Two	20%
• Three	1%

**Table C3. Grade of Oldest Child Enrolled in the Chinese Immersion Program (n=315)**

<i>Your (oldest) child's grade (check one)</i>	<b>%</b>
• Kindergarten	26%
• Grade 1	19%
• Grade 2	25%
• Grade 3	23%
• Grade 4	6%

**Table C4. Ethnicity of the Oldest Child (n=314)**

<i>Your (oldest) child's ethnicity (check all that apply)</i>	<b>%*</b>
• Native America	1%
• African American	2%
• African (Somalia, Ethiopia, etc.)	<1%
• Asian (other than Chinese)	8%
• Chinese	18%
• Hispanic	3%
• White	81%
• Other	2%

\*Because some respondents selected more than one ethnicity, the sum of the percentages is greater than 100.

**Table C5. Chinese Language Proficiency of Any Adult Member of the Household**

<b>Proficiency in speaking Mandarin Chinese (n=313)</b>	
Native or native-like	6%
Advanced	1%
Intermediate	2%
Beginner	17%
No ability	74%
<b>Proficiency in understanding spoken Mandarin Chinese (n=312)</b>	
Native or native-like	6%
Advanced	1%
Intermediate	3%
Beginner	19%
No ability	71%
<b>Proficiency in writing Mandarin Chinese (n=311)</b>	
Native or native-like	6%
Advanced	<1%
Intermediate	2%
Beginner	10%
No ability	82%
<b>Proficiency in understanding written Mandarin Chinese (n=311)</b>	
Native or native-like	6%
Advanced	<1%
Intermediate	2%
Beginner	11%
No ability	81%

**Table C6. Ethnicity of the Parent (n=314)**

<b><i>Your ethnicity (check all that apply)</i></b>	<b>%</b>
Native America	1%
African American	1%
African (Somalia, Ethiopia, etc.)	0%
Asian (other than Chinese)	5%
Chinese	6%
Hispanic	2%
White	88%
Other	1%

\*Because some respondents selected more than one ethnicity, the sum of the percentages is greater than 100.