

GAUGING COMMUNITY SUPPORT FOR A BILINGUAL TWO-WAY IMMERSION
PROGRAM FOR K-8 STUDENTS USING UNDER-REPRESENTED
LANGUAGES

by

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A DISSERTATION

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DISSERTATION ABSTRACT

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Doctor of Education

Department of Educational Methodology, Policy, and Leadership

March 2018

Title: Gauging Community Support for a Bilingual Two-Way Immersion Program for K-8 Students Using Under-Represented Languages

This application is for the U.S. Department of Education's Education Innovation and Research Program to secure funding for a market analysis to gauge the interest of Portland, Oregon parents for opening a two-way immersion (TWI) Romanian-American bilingual public charter school. Initial conversations with members of the Romanian community in the Portland area indicate that such interest may exist. A formal survey of that community has not yet been conducted to firmly establish the potential market for such a school. Moreover, there is evidence to document that such an educational option could increase the academic achievement of English Language Learners from Underrepresented Languages (ELL-UL). Some English Language Learners (ELL) face great academic challenges in today's public educational system which may be masked within the larger ELL population.

First generation Romanian children, as ELL students, are represented across the Portland metropolitan area. Although their presence is pervasive, they constitute only a small proportion of all students (2.4 percent of all students in one district). Because of the low incidence of Romanian students, and the fact they are enrolled in schools across a broad geographical area, practical barriers prohibit their participation in bilingual education programs compared to students from well-represented cultures and languages

(e.g., Spanish). This project will conduct a market analysis to gauge the Portland Romanian community's interest in opening a bilingual two-way immersion (TWI) public charter school, embracing both the Romanian culture and language. By documenting this interest, a clear direction and structure for such a school will be established, which should foster the academic success for children of Romanian heritage.

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I dedicate this paper to Ana-Maria M'Enesti, my dear wife and my strong supporter.

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INTRODUCTION

This grant proposal is based on the U.S. Department of Education's Office of Innovation and Improvement requirements for the *Education Innovation and Research (EIR) Program - Early-Phase Grant*. Table 1 shows an overview of the general description of the project, which will take 12 months to complete and will be conducted by a three-person research team: Milan M'Enesti, Joanna Smith, and a graduate student. In addition, the survey will be administered by Cost Master Communications, Inc. Total funding requested for the project is \$295,015.00.

The Request for Applications (RFA) for the EIR - Early-Phase Grant includes four parts: (a) Part I, the cover sheet, (b) Part II, the budget section, including the budget narrative, (c) Part III, the application narrative, and (d) Part IV, a one-page abstract, the resumes of the research team, a reference list, and any letters of support. The EIR submission format differs from the dissertation format required by the graduate school, requiring me to make several adjustments if I submit this grant application. For one thing, the RFA limits the grant application to 25 pages, double-spaced, including references. I would also need to complete a Notice of Intent which specifies: (a) the applicant organization's name and address, (b) the absolute priority I intend to address, and (c) the competition under which I intend to apply.

If I were to submit this grant application, I would first need to submit a web-based Notice of Intent to Apply by February of the year in which I apply. The full application would then need to be submitted through the online submission portal by April of that year through grants.gov.

Table 1

General description of the project

Project title	<i>Gauging community support for a bilingual two-way immersion program for K-8 students using underrepresented languages</i>		
Funding Program	U.S. Department of Education’s Office of Innovation and Improvement Education, Innovation, and Research program		
Type of research	Mixed methods study		
Invitational Priorities	Priority 1 - Improving the academic outcomes of high-need students Priority 2 - School Climate		
Lead PI (title, name, position)	Milan M’Enesti, College of Education, UO		
List of research team members	Name	Organization	Location
	Dr. Joanna Smith	University of Oregon	USA
	Milan M’Enesti	University of Oregon	USA
	Graduate Student	University of Oregon	USA
	Dan Pantea	CMC	Canada
Total funding requested	\$295,015.00		
Project duration	12 months		

The application would then be scored by external evaluators by June of that year on the following selection criteria described in the RFA:

A. Significance (Up to 30 Points)

- (1) The national significance of the proposed project.
- (2) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

- (3) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

B. Quality of the Project Design and Management Plan (Up to 50 Points)

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (2) The adequacy of the management plan to achieve the objectives of the project.
- (3) Performance feedback and continuous improvement are included.
- (4) The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.

C. Quality of the Project Evaluation (Up to 20 Points)

- (1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse Evidence Standards with reservations.
- (2) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.
- (3) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.
- (4) The extent to which the evaluation plan clearly articulates the key components, mediators, and outcomes of the grant-supported intervention, as well as a measurable threshold for acceptable implementation.

This project will use a number of terms which I describe in Table 2 for consistency and ease of understanding.

Table 2

Definitions of acronyms used in this application

Acronym	Definition	What
ESL	English as a Second Language programs	These programs use a Content Based English Language Development approach and are designed for children whose maternal language is another language than English.
CBELD	Content Based English Language Development program	These programs promote language development through course content, integrating English Language Development with content objectives.
ELL	English Language Learner	Students whose maternal language is another language than English.
ELL-UL	English Language Learner from Under-represented Languages	Students whose maternal language is another language than English but they represent a minority of English Language Learners in the local schools.
TWI	Two-Way Immersion program	A bilingual program in which English Learners and native English speakers learn course content in two languages: (a) English, and (b) the maternal language of the English Learners; teachers are bilingual/bicultural.

Writing a grant application for my dissertation has provided me with experience in how to design a larger scale, externally-funded study than I would have been able to complete independently as a dissertation. This dissertation grant application allowed me to gain experience in developing a budget and timeline for the proposed project and assemble an appropriate research team to conduct the market analysis. The skills acquired to write a grant application will be directly applicable to my future work.

CHAPTER I

PROJECT SIGNIFICANCE

There is a population of English Language Learner (ELL) students who are *invisible* in the American public school system: ELL students from locally underrepresented languages, a group I term ELL-UL. ELL-UL students constitute a small proportion of students in the public schools and thus tend to be over-looked and underserved. For example, even though the Romanian population in the Portland metro-area represents around 30,000 people(John Ciorba, personal communication February 8, 2014), Romanian students are not well represented in the schools and are enrolled in English as a Second Language (ESL) programs. Rennie (1993) in her review “ESL and bilingual program models” gives a thorough definition:

ESL programs (rather than bilingual programs) are likely to be used in districts where the language minority population is very diverse and represents many different languages. ESL programs can accommodate students from different language backgrounds in the same class, and teachers do not need to be proficient in the home language(s) of their students. (p.3)

In contrast, ELL students from locally well represented languages (e.g., Spanish, Vietnamese, Chinese, Japanese and Russian) have access to bilingual programs, which use their maternal language skills for a successful transition to the American language and culture (PPSD, 2018).

With federal funding, this project will conduct a comprehensive market analysis of the Romanian community in the Portland area to gauge their interest in opening a bilingual Two-Way Immersion (TWI) public charter school to help K-8 ELL-UL students

transition to the American language and culture, ultimately increasing their academic achievement and reducing their dropout rates. There are not studies related to ELL-UL students because I coined this term. Similarly, I could not find any studies focused on students of Romanian origin. A further limitation emerged in trying to find an accurate number of Romanian students in the Portland area. I contacted Portland Public School District (PPSD) and David Douglas School District (DDSD) but the number of Romanian students they gave me was inaccurate. The most detailed information they were able to provide from datarequest@pps.net is shown in Table 3.

Table 3

2017 Romanian student counts within PPSD by various data fields

Counts	Number
Home language is Romanian	45
Language spoken at home is Romanian	20
Student's first language is Romanian	52
Parent requests interpretation in Romanian	22
Parent requests print translation in Romanian	6
Extended race/ethnicity identification is Romanian	140
Birth country is Romania	7
Total unduplicated Romanian (from above definitions)	187

As Table 3 shows, there are a number of variables collected by PPSD that makes it difficult to have a definitive number on how many Romanian students in the district. Despite the effort made by PPSD to gather data on the students served by the district, my conversations with Romanian leaders from the Portland area noted resistance from ELL-

UL families including (a) some parents do not want to divulge that they are from Romania; (b) others consider themselves Americans even if they are not fluent in English; (c) others feel embarrassed to say that they are from Romania because Romania was considered a communist country. As a result of my conversations with PPSD, I realized that it is difficult to find accurate data regarding the number of Romanian students are enrolled in Portland public schools. As a result, the extant data are not able to show whether ELL-UL students from the Romanian community have high or low academic achievement, so my assumed project need extrapolates from studies done with ELL populations that find that students in ESL programs typically have lower academic achievement than native English speakers.

In the Portland metro area, Romanians are widespread, living in both the city of Portland and the nearby cities of Gresham, Beaverton, Hillsboro, Tigard, Oregon City, Damascus, Lake Oswego, and Milwaukie (Priest Vasile Muntean, personal communication February 16, 2014). The fact that Romanian community is spread throughout the Portland metro area means Romanian children often are isolated (because of their language and culture) from the American culture outside of school while fully immersed into the dominant English language at the public schools.

The next section describes the national significance of the study, followed by a description of how the study would meet two priorities of this grant competition: (a) improving the academic outcomes of high-need students; (b) school climate.

National Significance

ELL-UL students enrolled in ESL programs are a national phenomenon present in public schools across the United States, coming from small communities of locally

underrepresented languages (e.g., Romanians, Hungarians, Polish, Bulgarians, Czech). All major public school systems in the United States have ELL-UL students (not only Romanians but students from other minority languages). Public schools typically employ ESL programs to teach the English language to ELL-UL students. Due to their lack of emphasis on maternal language, studies show that ESL programs can damage *cultural identity* (Padilla & Perez, 2003; Thomas, et al., 2008). As part of a different culture than the dominant one (by relocation, or by birth), ELL-ULs are forced to rebuild a new cultural identity defined by their social context. The new social interactions with their peers are based on their “perceptions regarding expectations that members of the dominant group have of them. Perceptions are likely to affect the process of redefining their identity and whether and to what extent they choose acculturation and membership in the host culture” (Padilla & Perez, 2003, p.50). Social interactions, if not controlled by a balanced bicultural environment, can subsequently lead to low *academic achievement* for ELL-UL students (Cobb, Vega & Kronauge, 2006; Genesee, Lindholm-Leary, Saunders & Christian, 2005), who can become *at-risk-students*, dropping out of school (Ruiz-de-Velasco & Fix, 2000).

Bilingual two-way immersion (TWI) are programs mixed with students from the dominant language (e.g., English) and students from a heritage other than American (e.g., Spanish), where students are learning simultaneously both languages and cultures (Calderon & Carreon, 2000). The TWI programs can avoid the acculturative stress by nurturing the child’s development and cultural identity. Chen, Benet-Martínez, and Harris Bond (2008) define bicultural identity as “a local identity that is rooted in the culture of origin as well as a global identity that emerges as individuals adapt to the demands of an

emerging culture of multiculturalism” (p. 806). Bicultural identity is directly proportional with cultural intelligence. Thomas, et al. (2008) define cultural intelligence as “a *system* of interacting knowledge and skills, linked by cultural metacognition, that allows people to adapt to, select, and shape the cultural aspects of their environment” (p. 127). ELL-UL’s self-confidence includes being secured in their abilities to use all of their knowledge and skills; logically, the more knowledge and skills, as cultural intelligence, the more self-confidence for a better bilingual identity.

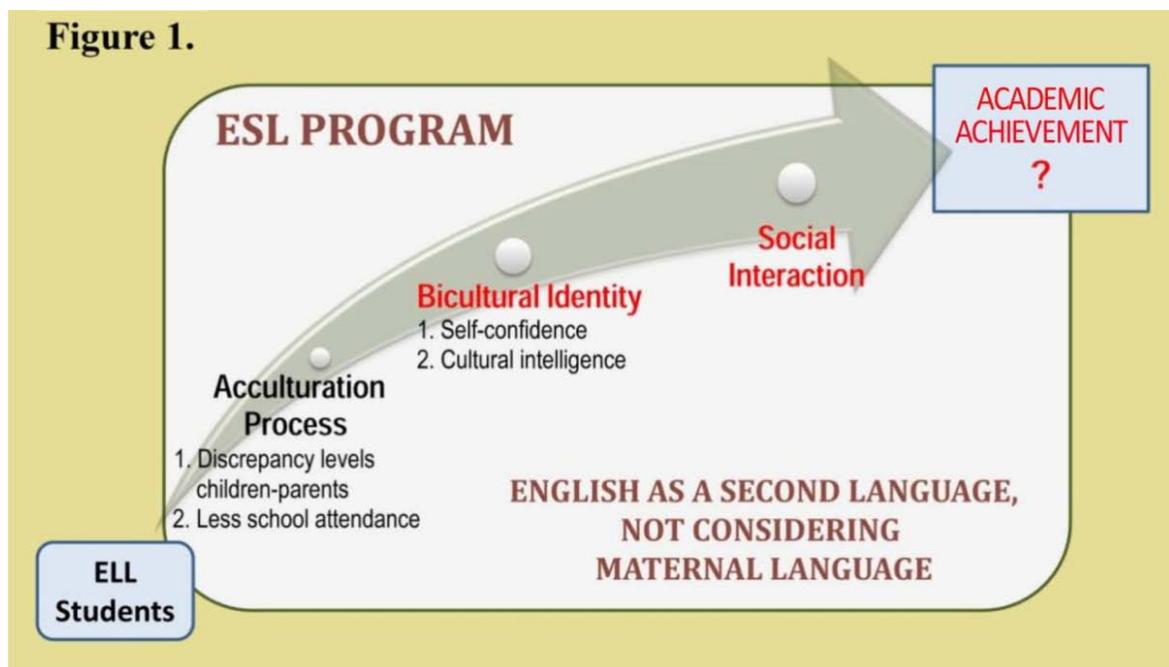
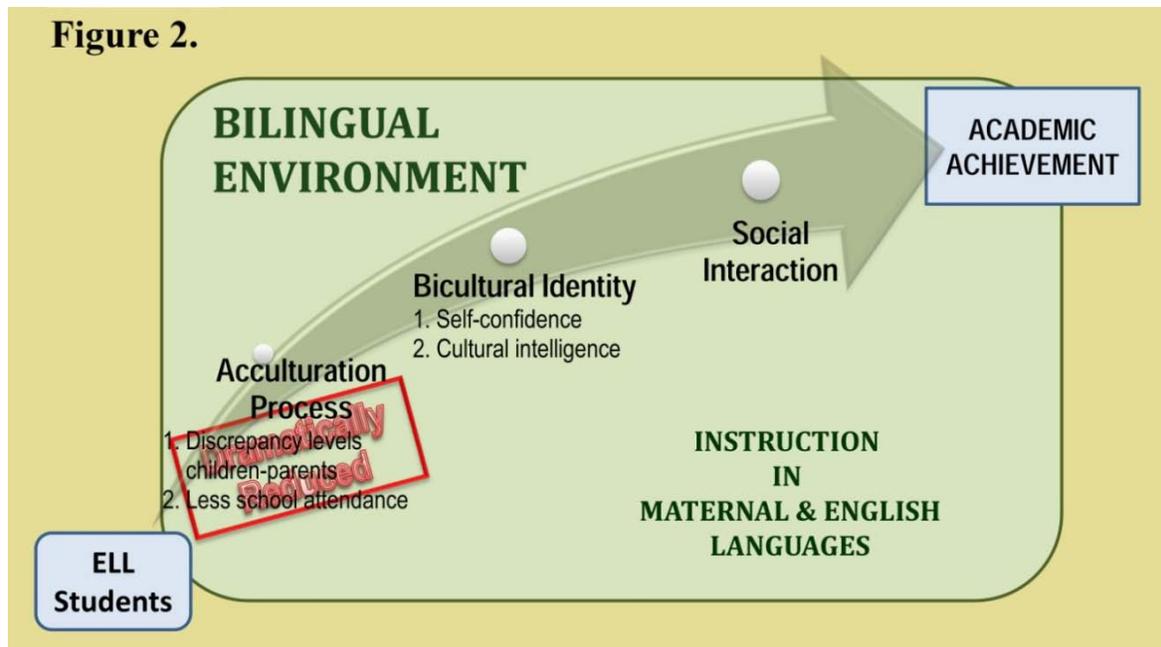


Figure 1 represents how traditional ESL programs fail to address bicultural identity. ESL programs are not bilingual programs (Rennie, 1993) and therefore do not enable ELL-UL students to use their maternal language, knowledge, and skills to progress academically and adjust socially to the American language and culture. *Social Interactions* and *Academic Achievement* are in red in the figure to indicate that these areas are hard to achieve by ELL-UL students in an ESL environment (Devos, 2006; Haritatos & Benet-Martínez, 2002; Johnson & Willis, 2013). ELL-UL students when

included into ESL programs are not able to use their existent skills, and so are exposed to acculturative stress (Berry, Phinney, Sam, & Vedder, 2006).

The acculturation process is present for each person who immigrates into another language and culture (Berry, 1997). According to studies done with immigrants from different cultures and languages (e.g., Spanish and Asian) coming to USA the acculturation process develop acculturative stress where there is not created a comfortable acculturation process, by accepting the values of the heritage of immigrated people not only by the State but by the entire dominant culture establishments (hospitals, schools, public places as malls, theatres, food stores, etc.), the acculturation process becomes unhealthy and creates socio-psychological disturbances(Gil, Vega & Dimas, 1994; Berry, Phinney, Sam, & Vedder, 2006). The acculturation process is strongly dependent on how immigrants are treated by people who are part of the dominant culture. Furthermore, the acculturation process has a strong influence inside family relations between children and parents, children being able to adapt much easier to the new language and culture. If children are not educated in schools (which represents a large percentage of their social life) about the value of their parents' heritage, children will distance themselves from their parents, developing disturbances that sometimes can aggravate into criminal activities (Lueck, & Wilson, 2011; Burnett-Zeigler, Bohnert & Ilgen, 2013; Bernal, 2014). ELL students who are not ELL-UL – they are part of languages well represented locally – and are part of bilingual programs (e.g., Spanish, Japanese, Mandarin, Russian and Vietnamese) have their cohort and education about their heritage which can help them to not reach discrepancy with their parents.

The acculturation process is in black in the figure because it is an inherent negative aspect for the ELL-UL students' social and cultural adaptation. Acculturation, as a complex process of change on different planes (e. g., individual, family, and cultural), should be understood as a multidirectional process in which immigrants are assimilated into the adopted country and culture, while the heritage remains the same (Berry 2005). "Acculturation can be a stressful experience for a variety of reasons and the term *acculturative stress* is commonly used to refer to the unique stressors of immigration" (Rogers-Sirin, Ryce & Sirin, 2014, p.12). In ESL programs, acculturative stress can reach high levels because ELL-UL students cannot use their existing knowledge and skills from their maternal language, interfering with their socio-cultural accommodation and influencing their academic achievement (Berry, Phinney, Sam, & Vedder, 2006; Jia, Gottardo, Koh, Chen & Pasquarella, 2014).



In comparison to ESL programs, bilingual TWI programs use the maternal language as well as English. The TWI programs are present in public schools like in

Portland Public School District (PPSD), but only serve students from locally well-represented languages (e.g., Spanish, Japanese, Chinese, Russian and Vietnamese) (PPSD, 2018). Figure 2 shows the potential benefits for ELL-UL students learning in a bicultural environment.

In a bicultural environment, ELL-UL students have (a) reduced acculturation because the maternal language and accompanying skills are valued (Berry, 2005; Berry, Phinney, Sam, & Vedder, 2006), (b) increased bicultural identity through interactions with teachers from the same cultural background while also learning English (Johnson & Willis, 2013), and (c) healthy social interactions with English-speaking peers (McLaren, 2016) leading to better academic achievement, influencing for reduced drop-out from school (Devos, 2006; Range et al., 1999). People with a bicultural identity “tend to view themselves as part of a combined, or ‘third’ emerging culture, and find it relatively easy to integrate both cultures into their everyday lives” (Benet-Martinez & Haritatos 2005, p. 600), communicating well in both cultures, increasing their cultural competence and fitting better into a multicultural setting.

Bilingual education can be designed for ELL-UL and for native English speakers, referred to as two-way immersion (TWI). In a TWI program, where ELL-UL students are mixed with English native students (EN), there are advantages for both groups. For one thing, the process of learning a second language has the same meaning for ELL-UL and EN students, not creating disparities between the groups (Lindholm-Leary, 2012). Secondly, both groups can share their native language knowledge and their understanding of their heritage, creating an exchange of values and a strong collaboration (Padilla, Fan, Xu & Silva, 2013).

In contrast to traditional public schools (TPS), research has found that public charter school programs can address the inequity faced by ELL-UL students in K-8 public education because charter schools “are free to structure their curriculum and school environment” (Abdulkadiroğlu, Angrist, Dynarski, Kane & Pathak, 2011, p. 699). Further, a national study conducted by the Center for Research on Education Outcomes (CREDO) at Stanford University compares ELL students in TPS and charter schools in 26 states and finds that ELL students from charter schools outperform their counterparts in reading and math (Cremata et al., 2013). Based on this prior research, charter schools have the ability to gather the ELL-UL students from more than one school across a district and serve them together in the same TWI program.

One such group of ELL-UL students currently underserved in Portland is from the Romanian community (PPSD, 2018). As an example in Portland Public School District, Romanian students, as a small subset of the ELL students in a school, do not have the chance to be part of a bilingual program, as long as the Dual Language programs are for only students from five well locally represented languages (PPSD, 2018). This exposes them to the social and educational adaptation challenges described above (e.g., *acculturation*). A market analysis is needed to gauge the Romanian community’s interest in opening the first bilingual TWI public charter school in the nation for Romanian children which can provide an effective support system for these students to achieve greater academic skills and outcomes. If awarded, this grant could be a pilot for similar bilingual TWI schools to meet the needs of ELL-UL students across the country from both Romanian and other underrepresented languages.

In the following sections, I will describe how this project will meet two of the invitational priorities described in the RFA. Chapter 2 will then detail the project design and management plan, including the logic model for the project followed by Chapter 3 which describes the way the project will be evaluated. Finally, Chapter 4 provides the project budget and budget narrative.

Invitational Priorities

This project focuses on two of the invitational priorities described in the Request for Applications: Priority 1, improving academic outcomes of high-need students, and Priority 2, school climate.

Priority 1 - Improving the academic outcomes of high-need students. The purpose of this project is to conduct a market analysis on which to base the decision whether to open a bilingual TWI public charter school for Romanian K-8 students. As part of the ELL-UL population, Romanian children are considered high-need students according to the definition provided in the notice of this grant competition:

“High-need students means students who are at risk for educational failure or otherwise in need of special assistance and support, such as students ... who are English learners.” (Education Innovation and Research Program, 2016, p. 90812).

This designation of the Romanian population as high-needs is supported by the most recently available data in the Portland area (Portland Public School District, PPSD and David Douglas School District, DDS), which documents a difference between non-ELL and ELL students in terms of graduation rates. Specifically, at PPSD, the graduation rate is 72.21% for non-ELLs versus 49.43 % for ELLs and at DDS the graduation rate is 78.16 % for non-ELLs versus 56.00 % for ELLs; thus it is clear that Romanian students

are *in need of special assistance and support*. A bilingual TWI charter school that has bilingual/bicultural teachers can meet this invitational priority by fostering ELL-UL academic achievement (Alanis& Rodriguez, 2008).

Priority 2 - School climate. A public charter school can design a *specific/unique* bilingual TWI program that can teach two languages and their cultures. Public charter schools can offer the opportunity for Romanian students to transition successfully from their heritage into the American language and culture because they are often small, community-based schools that include local parents and community members on their governing board and enrich their curriculum through activities that engage students in community projects that promote positive cultural identity (Berry, Phinney, Sam & Vedder, 2006). Being an independently run school, a charter school also can hire bilingual and bicultural teachers and have guest instructors who have bicultural knowledge in multiple areas of the curriculum (e.g., music, sport, history, etc.), thus enhancing school climate.

A bilingual TWI public charter school would provide a cross-cultural environment for all of its students, Romanian and American. The fact that there are bilingual/bicultural teachers and everybody learns two languages, sharing their cultural and language knowledge, creates an atmosphere of collaboration and group learning. Such cross-cultural experiences enhance students' task motivation, "the single most impactful part of the learning process" (Slavin, Hurley & Chamberlain, 2003, p.178).

CHAPTER II

PROJECT DESIGN AND MANAGEMENT PLAN

This project fits within the Education, Innovation, and Research (EIR) early-phase grants by conducting a market analysis to gauge Romanian parents' interest in opening a bilingual TWI Romanian-American public charter school. Specifically, this project will address the following question: "Would Romanian parents and members of the Romanian community be interested in sending their children to a bilingual TWI charter school that can promote an American-Romanian heritage?" This chapter starts with a description of the logic model for the project and then details the project's objectives, including the management plan, data collection activities for the survey creation and administration, data analysis and, finally, dissemination of results.

Logic Model for the Project

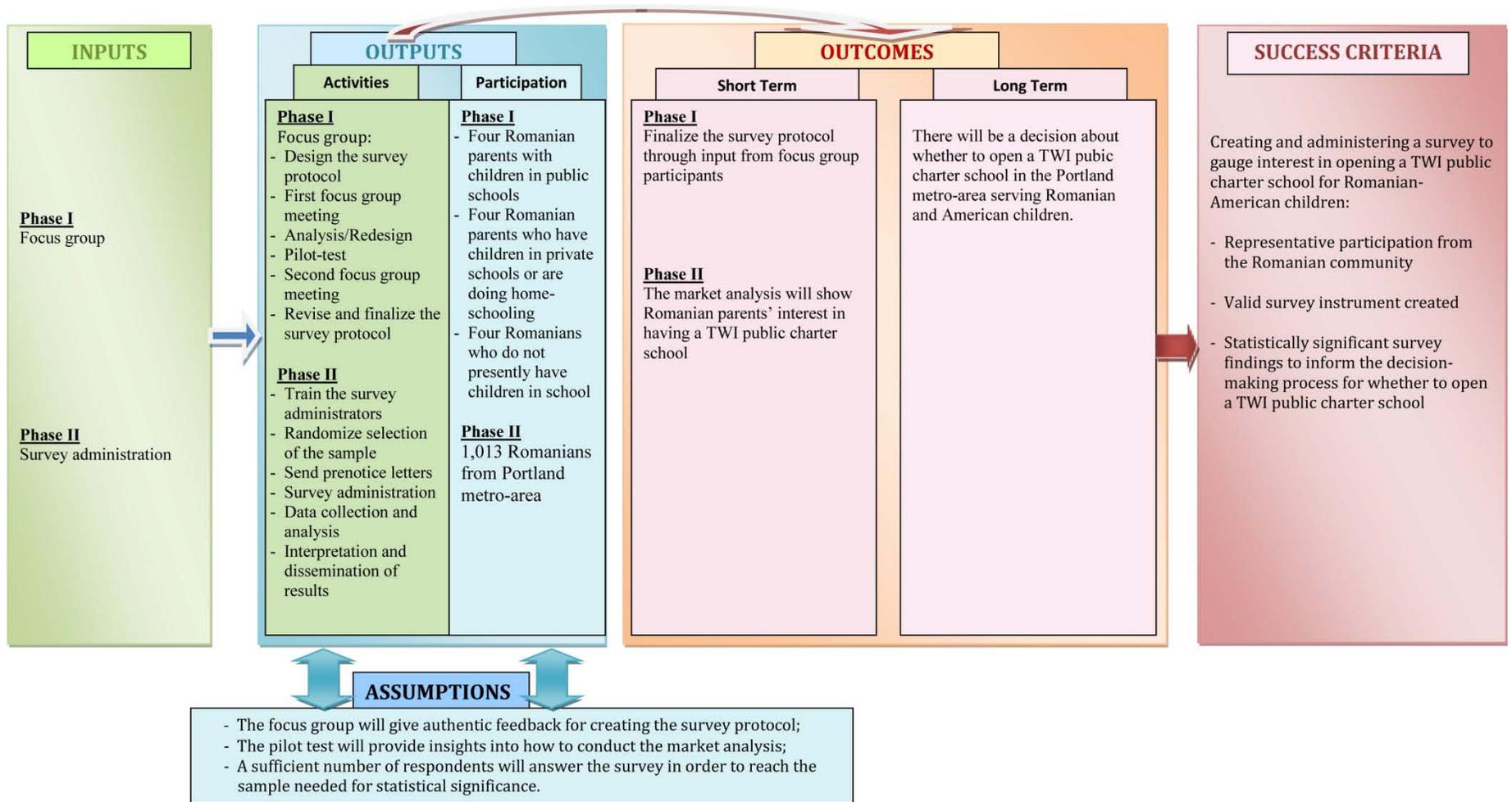
Figure 3 presents the logic model for the project, displaying the interplay among the inputs, outputs, outcomes, success criteria, and assumptions from which to gauge community support for a bilingual TWI program for K-8 ELL-UL students. There are two phases of the study that provide *inputs*: (a) phase 1 is a focus group which will help to create a final survey, described in the next section, and (b) phase2, where the final survey will be administered by phone by a professional company to a sample of Romanian adults from the Portland area. The *outputs* are divided in two main categories: (a) activities and (b) participation in both phases. Phase I *activities* include survey design and pilot test through two focus group meetings that will help refine and finalize the survey. In Phase II, the survey will be administered and results analyzed. *Participation* in Phase I will involve 12 members of the Romanian community. In Phase II, 1,013

Romanian participants will be randomly selected from the Portland metro area. The *outcomes* include results in the short term from both phases (the focus groups and the phone survey) and a long term result which can be defined as a decision whether to open a TWI public charter school in the Portland metro area. The success criterion of this project is to gauge the interest of the Romanian community through a valid and statistically significant phone survey.

As shown in Figure 3, there are three assumptions that guide this study: (a) the focus group will give authentic feedback for creating the survey protocol, (b) the pilot test will provide insights into how to conduct the market analysis, and (c) a sufficient number of respondents will answer the survey in order to reach the sample needed for statistical significance.

Figure 3.

Logic Model for gauging community support for a bilingual TWI program for K-8 students from under-represented languages



Project Objectives

Table 4 shows each objective, the responsible person, the days for each person per objective, and the timeline for each objective. A more detailed description for each activity is offered in the following sections of the application.

Table 4

List of objectives and project timeline

Obj #	Objective title	Total Days				Start month	End month
		M'Enesti	Smith	Grad Student	CMC		
		220	55	17	90		
1	Project management	14	5	-	-	1	2
2	Focus group 1	18	12	3	-	2	3
3	Testing Survey	5	-	-	-	3	3
4	Focus group 2	17	8	4	-	4	5
5	Phone Survey	90	-	-	90	5	8
6	Survey analysis	60	20	10	-	9	11
7	Dissemination	16	10	-	-	11	12

The Principal Investigator (PI) is Milan M'Enesti, a doctoral candidate of Romanian heritage; Dr. Joanna Smith, Co-PI, serves as a Lecturer in the Department of Educational Methodology, Policy, and Leadership at the University of Oregon and has conducted education research for more than 15 years. A graduate student will be hired based largely on experience with survey and focus group research. CostMaster Communications, Inc. (CMC) will be contracted to administer the final survey. CMC is

an international telecommunications company in Canada with an office in Salem, Oregon which has access to contact information for over 5,000 Romanian families living in the Portland area and more than 15 years of experience conducting phone surveys. CMC's CEO agreed (see Appendix B) that the Customer Support Representative (CSR) department from CMC can conduct the survey by phone, covering the sample size needed for the study. This research team combines experience and access to the Romanian population, without which the project could not be completed.

Table 2 also presents the days each person will be allocated per objective. Mr. M'Enesti will spend 220 days total on the project, overseeing the project management, focus groups, survey administration training, data analysis, and dissemination of findings. Dr. Smith will allocate 55 days to the project, with responsibilities including assisting Mr. M'Enesti with project management, the focus groups, survey analysis and dissemination. The graduate student will spend 17 days on the project, assisting with the focus groups and survey analysis. CMC will allocate 90 days to survey administration.

Objective 1: Project management. Table 5 presents the following activities:
continue narrative here

a) *Prepare the methodology of the study.* I developed the initial draft of the survey over a period of two years under the guidance of Dr. Michael Bullis, professor at University of Oregon. The survey development considered five main questions: (i) why the survey is being conducted; (ii) the purpose of the survey; (iii) who the participants and consumers of the survey and the results will be; (iv) how best to gather data relative to the survey purpose; (v) how to make sense of and present the results (Dillman, Smyth & Christian, 2009).

Appendix A presents the proposed survey protocol which has 17 questions divided into four sections: (a) introduction (5 questions); (b) impressions of public school education (1 open-ended question); (c) parent/child dissonance (5 questions); (d) bilingual education (6 questions).

Table 5

Project management

Objective number	1	
Start Month	1	
End Month	12	
Objective title	Project management	
Participants	Milan M'Enesti	Joanna Smith
Effort days per participant:	14	5
Activities of this objective	<ul style="list-style-type: none"> (a) Prepare the methodology of the study (b) Hold regular meetings with the project team (c) Track progress on the project objectives 	

(a) *Prepare the methodology of the study.* Each section of the survey protocol begins with an explanation to offer an understanding of the question(s) and to prepare for a comfortable relation between interviewer and participant, giving some time to respondents to understand about the theme that follows. The study procedures will be divided in four stages, detailed below: (a) the first focus group meeting, gathering the participants in the focus group to analyze and improve the protocol; (b) analyze suggestions from session one and redesign the proposed survey protocol; (c) making a

pilot by administering the revised protocol through phone calls to the focus group members; (d) a second group focus meeting, to discuss, analyze and adjust content and survey administration.

(b) *Hold regular meetings with the project team.* It will be important for Mr. M'Enesti to keep track of all work tasks to ensure completion of the project on time and in budget. To ensure that the project tasks are completed on time and as intended, Mr. M'Enesti will hold weekly meetings with Dr. Smith to review the days spent on each activity and will adjust time allocations as needed. Mr. M'Enesti and Dr. Smith will meet once a month with the graduate student and CMC to refine procedures as needed. At these meetings, each member of the study team will report on the activities completed in the prior period of work. CMC will report on how many people they have contacted, how many have agreed to participate, and whether they need to do another random selection of participants to meet the sample requirements.

(c) *Track progress on the project objectives.* Mr. M'Enesti will track progress on the project objectives by updating a spread sheet of all activities after the team meetings. A Google document will be used so that all project team members will have access to input their progress. The research team will adjust the procedures to ensure project objectives are met. For example, as shown in Table 2, the second focus group is scheduled to take place in months 4-5. This task includes Mr. M'Enesti (17 days), Dr. Smith (8 days), and the graduate student (4 days) for all tasks related to preparing for, holding, and analyzing data after the focus group meeting. Mr. M'Enesti will keep track of the team's progress and send regular reminders to Dr. Smith and the graduate student if they fall behind schedule.

Objective 2: Focus group 1. Many Romanian families attend thirteen Protestant churches (Pentecostal, Baptist and Adventist) and two Orthodox churches in the Portland metro-area. Two of these churches (*Philadelphia* and *Agape*) have over 1,500 adult Romanian members each. In order to recruit focus group participants, I will collect the names of interested participants by attending Romanian church services in the Portland metro area where I will tell them about my study, explaining their role in helping develop the survey for the market analysis and, the importance of the study in itself. Focus group participants will be recruited at the end of the service, listing them for three groups: (a) parents with children in public schools; (b) parents with children in private schools or doing homeschooling; (c) people with no children in school. Once I have collected names from attending church services, I will randomly select four parents from each of the three groups and I will invite them to participate in the focus group. I will stop calling once I have four parents in each group. If I do not have enough parents for one group (e.g., parents with homeschooling) I will ask a parent from that group if she/he knows other Romanian parents who I can contact until I get the wanted number in each group.

Table 6 shows the activities for the first focus group meeting. During the focus group, the first draft of the survey will be given to each participant and they will be encouraged to answer the survey and to write a short comment about their response for the focus group discussion. After all focus group members have completed the survey, we will invite them to discuss their opinions for each question. The discussion will be audio recorded, and Dr. Smith and the graduate student will write notes about suggested modifications. The focus group is expected to last 90 minutes to two hours. After the focus group, Dr. Smith and I will analyze the responses to see which questions were

clear, which need to be reworded, which should be deleted and what additional questions should be added based on the responses of the focus group participants. We will make changes to the survey which will then be piloted with focus group participants.

Table 6

Focus group 1

Objective's number	2		
Start Month	2		
End Month	3		
Objective's title	Focus group study with members of Portland's Romanian community		
Name of participants	Milan M'Enesti	Joanna Smith	U of O Graduate Student
Effort days per participant:	18	12	3
Activities of this objective	<ul style="list-style-type: none"> - Recruit 12 Romanian adults for the focus groups - Conduct focus group meeting - Collect and analyze results - Refine survey as needed per focus group findings for pilot test 		

Objective 3: Pilot test of phone survey. Table 7 shows the activities for the pilot test for the phone survey, which will show if there are flaws in the survey protocol that need to be amended before it is administered for the study. I will administer over the phone the pilot test of the survey to the people who participated in the focus group, asking them to take notes of their impressions of how the survey is administered (e.g., accentuating some words, speed of speaking, changes to the questions from the first focus

group). I will use Qualtrics online survey software to input participants' responses. By administering the survey over the phone, I will be able to gauge how the questions are understood by participants and to get their feedback on any other changes during the second focus group, described below.

Table 7

Pilot test of the phone survey

Objective's number	3			
Start Month	3			
End Month	3			
Objective's title	Phone survey with Focus Group's members			
Name of participants	Milan M'Enesti	Joanna Smith	CMC	U of O Graduate Student
Effort days per participant:	5	0	0	0
Activities of this objective	<ul style="list-style-type: none"> - Use Qualtrics online survey software to conduct and record pilot test data - Conduct pilot test of the survey with each of the focus group participants - Analyze the results 			

Objective 4: Focus group 2. Table 8 shows the activities for the second focus group meeting, run by Mr. M'Enesti with assistance from Dr. Smith and the graduate student. In this focus group session, the same participants from the first focus group who also took the pilot test of the survey will be asked to provide feedback on the revised survey. Specifically, we will discuss: (a) the sections' order and if the questions elicit the information of interest; (b) whether the wording of the questions is clear and if they have suggestions for other items. We will follow the same procedures as the initial focus group

to hear everyone’s perspectives and to create a cooperative atmosphere. After the second focus group, Dr. Smith and I will analyze the focus group notes following the procedure described above after the first focus group meeting.

Table 8

Focus group 2

Objective’s number	4		
Start Month	4		
End Month	5		
Objective’s title	Focus group study with members of Portland’s Romanian community		
Name of responsible	Milan M’Enesti	Joanna Smith	U of O Graduate Student
Effort days per staff:	17	8	4
Performance site	Portland, OR	Portland, OR	Portland, OR
Activities of this objective:	<ul style="list-style-type: none"> - Discuss the pilot test findings - Analyze results - Finalize survey protocol 		

Objective 5: Phone survey. As described above, the survey protocol will be modified through two focus groups and a pilot test and then input by Mr. M’Enesti into Qualtrics to be administered to a random and representative sample of Romanian parents by staff from CMC. Table 9 shows the activities for this objective. The procedures for the phone survey are described below, including (a) calculating the required sample needed

from the population for statistical significance; (b) training the survey administrators; (c) administration of the survey by CMC.

Calculating the required sample. It is hard to know the exact number of Romanians in the Portland area for the simple reasons that not all Romanians declare their country of origin or their native language when answering the Census questions (John I. Ciorba, personal communication February 8, 2014). Searching for the number of Romanians in the Portland area, I found two data sets that are dissimilar: (a) Census (2010) published that there are 10,676

Table 9

Phone survey

Objective's number	5	
Start Month	5	
End Month	8	
Objective's title	Phone survey with members of Portland's Romanian community	
Name of participants	Milan M'Enesti	CMC
Effort days per participant:	90	90
Activities of this objective:	<ul style="list-style-type: none"> - Calculate the sample needed for the survey from the population - Train CMC's phone interviewers - Survey administration(CMC) <ul style="list-style-type: none"> - Randomize selection of the sample - Send pre-notice letters - Data collection and entry into Qualtrics - Send thank you letter to all participants 	

($\pm 1,335$) Romanians in Oregon, and (b) Romanian leaders from the Portland area are consistent that there are around 30,000 Romanians in metro-area Portland based on church attendance, so I am using the number given by the Romanian leaders (John I. Ciorba, September 23, 2015).

For the purpose of this study, I must exclude people younger than 18 years old since I am planning to survey Romanian adults. To do so, I reviewed the American FactFinder website (American FactFinder, 2014) which has a rubric that shows the percentage of the Oregon population over 21 years of age is 74 percent. Applying this proportion to the 30,000 Romanians in the Portland area, I estimate the number of adult Romanians in the Portland area to be 22,200 people. I plan to use a sample of randomly selected Romanians to define the estimate of the population parameter (Babbie, 2014).

Table 10

Sample size for the 95% confidence level

	$\pm 10\%$		$\pm 5\%$		$\pm 3\%$	
	50/50 split	80/20 split	50/50 split	80/20 split	50/50 split	80/20 split
20,000	96	61	377	243	1,013	661

Note. From Table 3.1, *Completed sample sizes needed for various population sizes and characteristics at three confidence interval widths* (Dillman et al., 2014, pg. 57). To better fit the data in Dillman et al.'s (2014) model, I will choose the data related to 20,000 rather than rounding up to the next number in Dillman's table, 40,000.

Increasing the sample size will improve my estimations (Babbie, 2014). To calculate the needed sample size, I will use Dillman et al.'s (2014) model of sample size confidence level (see Table 10). I will use the 95 percent confidence level with ± 3

percent sampling error to make sure that I will reduce the standard error. As a 50/50 split survey with mostly yes-or-no questions, I will need a sample of 1,013 Romanians.

Train the survey administrators. Even though CMC personnel are experienced with phone sales, I will need to train them to administer my survey. Before I will start training them I will give them the *Pretest for phone interviewers* from the *Interviewer Training Package* (Bullis, Yovanoff & Havel, 2004). As the *Interviewer Training Packet* (Appendix C) describes in detail, I will train the interviewers to: (a) show positive regard; (b) show respect; (c) establish trust with the participant; (d) make the questionnaire enjoyable; (e) read questions slowly; (f) have confident assertiveness; (g) show respect for the participant's emotions; (h) not to give too many explanations; (i) provide incentives for completing the survey.

The interviewers must understand that treating each participant with respect and supporting her/his values builds the necessary trust for conducting the survey authentically. It is not enough just to obtain answers from the respondents. The interviewers' duty is also to build rapport with the respondents. For the open-ended questions, the interviewers will be trained to write the participants' answers verbatim in Qualtrics, in English or Romanian; if it will be written in Romanian I will translate for the research team. Considering that Qualtrics is an on-line program, I will call this methodology *computer assisted telephone interviewing approach*.

Administer the survey. The steps involved for CMC to administer the survey include randomizing the selection of the sample, sending pre-notice letters, data collection and entry into Qualtrics, and sending thank you letters.

Randomize selection of the sample. CMC will randomize the sample with a random number generator (RNG) to reach the required 1,013 participants. RNG is a computer program that “generates a sequence of numbers or symbols that cannot be reasonably predicted well than by a random chance” (Random Number Generator, 2016). CMC already has a unique code number for each of its customers in its database that corresponds to the person’s name, address, phone number, and email. This will allow collection of a stratified sample of Romanians from the Portland area. As an example, if in Southeast Portland, the number of Romanians represent 30% of the total population, then the number of Romanians that will be included for this study from that area will represent 30% of the sample; the calculation for a stratified sample percentage will be made based on CMC’s data, which can easily do it based on the participants zip code. To ensure that there is no doubt for securing the participants’ privacy and confidentiality, their contact data will be kept secure by CMC through a password protected file. Mr. M’Enesti and the rest of the research team will only have access to the data stored in Qualtrics: (a) the participant code, and (b) the responses.

Send pre-notice letters. After randomization is done to generate the study sample, CMC will send a bilingual (English and Romanian) pre-notice letter to each participant (Appendix E). A week later, CMC will send a survey protocol administration bilingual letter (Appendix F) to each participant. The pre-notice letter and survey protocol administration letter give a general description of the survey, explain why this study is important, how long it will take, and that participation is voluntary. The letters explain to participants that they will have the option to call CMC if they decline to participate.

Data collection and entry into Qualtrics. Each of the CMC phone interviewers will have a list of participants to call. After introducing him/herself, the interviewer will ask if the participant received the pre-notice and survey protocol administration letters. If the person agrees to participate, the interview data will be recorded under a personal code entered by the interviewer. The interviewer, being bilingual, will start asking questions using the protocol from Qualtrics, using English or Romanian language as the participants feel fit. The participant needs only to give his/her answers and the interviewer will be the one to record the participants' answers in Qualtrics. To assure accuracy of responses, the participants will be asked questions in a straightforward style with no intonations of likes or dislikes. The questions are simple and designed to easily be answered yes or no. For the open-ended questions, the interviewer will enter into Qualtrics what the participant says (see Appendix A for the initial draft of the survey protocol, which will be finalized after the two focus groups).

Send thank you letters. After the survey administration, CMC will send participant thank you letters (see Appendix G) and a summary of the study's results.

Objective 6: Analysis of results. Analysis of results occurs after the focus groups and after the survey administration. I will use three types of feedback for analysis and redesign of the survey (see Table 11): (a) the comments/feedback from focus group members; (b) the comments relayed during the focus group's audio recording; (c) the notes taken by Dr. Smith and me during the focus group meeting.

Table 11

Analysis of result

Objective's number	6			
Start Month	9			
End Month	11			
Objective's title	Data analysis			
Name of participants	M'Enesti	Smith	CMC	Grad Student
Effort days per participant:	60	20	0	10
Activities of this objective:				
- Focus group 1 and 2				
(a) group members' comments/feedback				
(b) focus group's audio recording				
(c) focus group notes				
- Phone survey				
(a) collect data from Qualtrics				
(b) analyze the survey's result for each group of questions				

After the phone survey, I will measure how interested Romanians are in having a TWI public charter school. Descriptive data will be provided by Qualtrics in graphic format which will represent the most frequent answers to the survey questions.

Objective 7: Dissemination of result. After the results are analyzed, the participants in the study will be informed of the results as promised in the prenotice and thank you letters. I will write the letter in which I will discuss the comparison between the percentage of positive and negative results and summarize findings based on the answers given to the open-ended questions. Furthermore, publishing the results of this market analysis in graphic format will help members of the Romanian community to

understand how the sample of Romanian adults views the value of bilingual education.

Table 12 describes the steps for this objective.

Table 12

Dissemination of result

Objective's number	7	Start Month	11	End Month	12
Objective's title	Dissemination of result				
Name of participants	M'Enesti	Smith	CMC	Grad Student	
Effort days per participant:	16	10	5	0	
Activities of this objective					
- CMC sends thank you letters to survey participants informing them of the results					
- Publish the results to the <i>Romanian Times</i> magazine					
- Publish an article related to the survey's findings and present findings at a conference					

CHAPTER III

PROJECT EVALUATION

This section presents the evaluation plan for the project. I will contract with *Survey Design & Analysis LLC*¹ to serve as an external evaluator to conduct an independent evaluation of this project. *Survey Design & Analysis LLC* is an experienced small company, led by Dr. Halteman, with over 25 years of experience in designing and analyzing surveys. The criteria used to evaluate this project are divided into three main sections per the grant application criteria, presented below: (a) how the evaluation will meet the What Works Clearinghouse standards; (b) guidance about effective strategies suitable for replication or testing in other settings; (c) the procedures for ensuring valid and reliable performance data on relevant outcomes.

Meeting the What Works Clearinghouse Evidence Standards

Rigorous evaluation of this project in line with the What Works Clearinghouse evidence standards with reservations is required as part of the funding offered by this grant competition. The aim of this one-year study is to gauge the interest of the Romanian community in the Portland metro area for a bilingual TWI Romanian-American public charter school. *Survey Design & Analysis LLC* will conduct a rigorous evaluation described in the following sections: (a) evaluation plan structures; (b) methodology and data collection; (c) performance measures; (d) evaluation resources and deliverables.

Evaluation Plan Structures. The evaluation plan will underline the grant objectives (performance measures/intended outcomes), specific evaluation questions, and possible replication of the study in any social setting that has a need for increasing the

¹<http://www.survey-design-and-analysis.com/about-us>

academic achievement of ELL-UL students. The data sources and data collection methods will also be evaluated, as well as the data analysis plan (descriptives, comparative statistics; qualitative analysis/coding). The evaluation plan will include specification of a time frame for the evaluation to be conducted in a formative and summative form, dissemination activities (an interim and final evaluation report), and a formative assessment or feedback loop.

Methodology and Data Collection. Throughout the study period, the evaluator will assess whether the methodology described in the application is carried out as proposed. This will include ensuring that we use Qualtrics as intended so that data are collectable, accessible, and feasible. The evaluation will also verify that a random sample is contacted as data sources to ensure that the data are relevant and related to the study purpose and that participation is voluntary. Accuracy of responses will be checked by the evaluator by verifying responses on Qualtrics after a random sample of interviews.

Performance Measures. The evaluation performance measures are intended to ensure that the proposed methodology is used by all members of the research team and CMC; and changes to the data collection activities will need justification to the evaluators. Performance measures are aligned with the intended outcomes of the study and are realistic and attainable. All performance measures will be collected by the evaluator within the timeframe of the grant.

Evaluation Resources and Deliverables. Five percent of the project budget is allocated for the evaluation. An evaluation report will be submitted by the evaluator to me as the Principal Investigator by the end of the grant period. An experienced external evaluator is specified.

Guidance about effective strategies suitable for replication or testing in other settings².

This type of study focuses on emigrated families that have children who are not well represented locally in public schools. In any city, there are churches that serve these families. Replicating the focus group study can be done with fewer participants (e.g., between six and twelve) who can be selected for their knowledge about the local community. To replicate this study, contact information for the population of interest is needed to administer the survey. One option is to contract with a telecommunication company that offers services for the specific cultural group of interest.

² The application specifies that this section should describe “The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.”

CHAPTER IV

IMPLICATIONS

This project's design can be easily replicated if its steps are followed. The implications of this project include local and national implications for ELL-UL students from ELL and well as ELL-UL heritage, whether or not they are born in the United States. This chapter describes: (a) short term outcomes; (b) long term outcomes; (c) future investigations; (d) national implications.

Short term outcomes

The focus groups will reveal if there is an interest in opening a bilingual TWI public charter school in the Portland area. In any community, no matter what nationality, people talk to each other at informal community gatherings. They exchange impressions and thoughts related to their children's well-being and their feelings about their local education options and experiences. Members of the focus groups will know what the Romanian community would prefer for their children's education. Cultural pride of the Romanian community is likely to create a strong desire to transmit their heritage to their children through a TWI educational opportunity; the focus groups will confirm this expected desire to inform the short term outcome of whether to open a TWI charter school in the Portland area to support Romanian culture and tradition.

The market analysis will provide initial indication of the interest of the Romanian community from the Portland metro area in opening a bilingual TWI public charter school. The questions in the survey will be made with the intent to gauge this interest. Having answers from more than 1,000 Romanian adults would create strong evidence for this project. Based on the survey's results, I will manage to continue the process needed

to open a TWI public charter school for Romanian students in collaboration with U.S. Department of Education and a local school district needed to authorize the school.

Long term outcomes

This project is designed so as to be replicated in other communities and over time. Every community of any heritage has religious or community gatherings (e.g., periodic cultural festivities, weddings, etc.) where people can be contacted to be asked if they would like to be part of a focus group study. Even though this project design is for focus groups with 12 members, selected from three different groups (parents with children in public schools; parents with children in private schools, or doing home schooling; parents with no children in schools), a focus group can have fewer members, as long as it can give good feedback on the questions to ask in the market analysis survey.

The easiest way to conduct a phone survey is to identify a telecommunications company that has reliable data for the specific community of interest. Depending on the size of the community, it is also possible to gather data for the phone survey by asking members of the community, but this way will take more time and consequently will cost more money. There are many local and national telecommunication companies that specialize in serving specific nationalities that maybe will be willing to be contracted to conduct the phone survey as CMC would do for my project. With these thoughts, I now turn to possible, future investigations.

A hindrance that exists currently for future investigations looking at the needs of ELL-UL students is that school districts do not have accurate data about ELL-UL students. A member of PPSD's data request team described the challenge of identifying the Romanian community served by PPSD in an email:

We really don't have an accurate count of Romanian students (to my knowledge). What we have is students' race/ethnicity and primary language (as indicated on the student registration form). Most of these students would likely be indicated as White for their race. We do have a newer, more detailed race/ethnicity question on the registration form that would allow parents to indicate Romanian, but we have used a soft rollout for that form (meaning we have not required parents who previously had filled out that form to fill it out again – we have a mixture of forms for new students, voluntary new forms and older data). We could provide a count of students with Romanian listed as the primary language but that would be proxy (under-count) for Romanian as country of origin or race/ethnic identity. If you'd like those counts, we certainly can provide them but, again, I don't think they would be an accurate representation of the district for this purpose. (Personal communication April 13, 2017)

To have a better understanding of what happens with ELL-UL students in our public education system school districts should create a way to accurately capture how many ELL-UL students are registered in their schools and also track their achievement. While it may be difficult for school districts to create bilingual programs for ELL-UL students because of their low number in local schools, keeping thorough data on these students can help local communities decide whether to open TWI public charter schools or search for other alternatives to best serve their children.

Another aspect for future investigations is how data for people living in a community with the same heritage (e.g., Romanians) can be collected to calculate the sample for market analyses. For this project I intend to use Cost Master

Communications, a Canadian international telecommunication company that started in 2003 in Vancouver, British Columbia. In 2005, CMC opened a branch, Amcomm Communication Inc., in Oregon targeting the Romanian population by offering the best market prices for phone connections with Romania. Over the years, CMC managed to increase their Romanian clients to more than 5,000 by 2016, and the number of Romanian clients is increasing every year. Their data were collected through a snowballing technique, increasing their clientele from a family of Romanians through their Romanian friends in the Portland metro area. Also, CMC offered free minutes incentives to Romanians who convinced other Romanians to use CMC's phone services. Through my communications with the CMC director, I know that CMC has data that include what it is needed for this project: name, complete address, and date of birth. CMC will not divulge the personal data of their clients, but will select the sample and stratify it according to the project design.

CMC is the most representative and accessible way to contact the population of interest for a phone survey. Moreover, the people in CMC's data base are likely amenable for participation, since they already agreed to give CMC their personal data; other Romanians who live in Portland and are distrustful of giving their personal information would be harder to locate for the study. It is much easier to use an already existing data set of thousands of Romanians in the Portland area than trying to gather data from church meetings and from person-to-person; it will cost more time and money but is an option for a study if there is no local company like CMC available.

National implications

As I said at the beginning of this application, ELL-UL students represent those children coming from languages not represented in large numbers in the local public schools. As shown, school districts do not have accurate data on ELL-UL students, classifying them as “others” when their specific nationality is not tracked. Looking at the Census data for 2016, the number of people in the United States coming from underrepresented languages still represents a considerable number. If we take out languages that are well represented (e.g., Spanish, French, German, Russian, Chinese, Japanese and Vietnamese) we still have 6,311,877 people over five years old under the category of those who “Speak English less than ‘very well’” (American FactFinder, 2016). I am convinced that these data do not reach an accurate number, likely much lower than the reality for two reasons.

First, these data do not include the population of children under five years old. Second, based on my experience from the research done in preparing this grant application, I believe that the Census does not capture an accurate number of Romanians in the United States which makes me believe that the same thing is likely possible for other underrepresented nationalities, especially from the former communist bloc; some people from these countries are hiding the fact that they are originating from there as a result it looks that they do not mention their origins in Census surveys.

Considering the socio-psychological factors (e.g., acculturative stress, cultural intelligence, bicultural identity) this application has the potential to affect positively the lives of many Romanian children who are currently invisible in the public school system. The theoretical model described earlier was constructed based on studies with ELL students and also draws from my direct relational experiences with many young

Romanians from the Portland area, especially young men, who fail to complete high school, or if they do, leave school with a strong sense of disillusionment and disaffection for the American public school system. One such young man who is dear to me, who came to the United States when he was five years old, said “school is for fools, man” when I tried to convince him to go back to school to earn his high school diploma. The reality I have seen is that ELL-UL males face a particular challenge trying to adapt to the dominant culture, often bouncing from family to peer relations and, at times, resulting in gang activities that can push them toward a life with no much success.

CHAPTER V

BUDGET

This section provides the budget narrative for the project. First, salaries, wages, and fringe benefits are described for the project personnel, followed by estimated costs of travel, project materials, participant support, CMC's services, and facilities and administrative costs. The total budget for the project is \$295,015(see Table 11).

Salaries and Wages

Milan M'Enesti will serve as the Principal Investigator for the project and will be allocated 1.0 FTE during the project. M'Enesti will be responsible for the oversight of the overall project. Specifically, M'Enesti will be responsible for recruiting members of the focus groups, facilitating focus groups and overseeing administration of the phone survey. Dr. Joanna Smith will serve as the co-Principal Investigator and will dedicate .25 FTE during the project. Dr. Smith will be responsible for assisting with all project tasks including data collection and analysis, especially for the focus groups. We will hire an hourly graduate student for 136 hours to assist with scheduling phone calls and meeting times for focus group participants.

Fringe Benefits

Fringe benefits are based on the University of Oregon's predetermined rates and will be allocated to the PI, co-PI and student worker. The rates associated with fringe benefits vary depending on the number of hours a person dedicates to the project (see Table 4) and the type of position. Fringe Benefits include medical, dental and other

health insurance, unemployment insurance, social security (FICA), retirement (PERS), and worker's compensation insurance.

Travel

Total travel costs are estimated at \$3,768 to support two overnight trips to Portland (for accommodation, mileage, and meals during the focus group meetings) as well as mileage for additional travel to Portland for recruitment and follow up activities.

Project Materials

Project materials for the entire project are budgeted at \$1,600. They include project supplies (paper, binders etc.), food and beverages for focus group participants, long distance phone charges, and the purchase of the program Atlas.ti to code the qualitative data.

Participant Support

Each member of the focus group will receive a \$50 gift card after participating in each of the two sessions to compensate them for their time and associated travel costs.

Contracted Services

Cost Master Communications, Inc. will be contracted to administer the survey by phone. They are allocated 90 days to complete this work, at a cost of \$37,748.00. CMC's survey expenses (see Appendix C) show a cost of \$125, 826 but they will charge 30% according to their Letter of Support (see Appendix B).

Table 13

Project's Budget

University of Oregon

UO PERSONNEL SALARIES/WAGES	Salary Base	Yr. 1 %	Hours	1 yr. TOTAL
M'Enesti, Milan	85,000	100.00%	1760	\$85,000.00
Smith, Jo	68,991	25.00%	440	\$17,248.00
Hourly Graduate Student	20,800	10.00%	136	\$2,080.00
Summer salaries				
Smith, Jo	2,997	25.00%		\$5,749.00
	Total Salaries & Wages			\$110,077.00
UO PERSONNELFRINGE BENEFITS (OPE)				
M'Enesti, Milan		72.30%		\$61,455.00
Smith, Jo		12.08%		\$8,331.00
Graduate Student (\$10/hour for 4 hours/week)		0.25%		\$52.00
Summer benefits				
Smith, Jo		7.67%		\$1,765.00
	Total Fringe Benefits			\$71,603.00
SUPPLIES				
Project Supplies (paper, copies, binders)				\$500.00
Hosting for focus groups (refreshments)				\$500.00
Long Distance				\$300.00
Visio				\$300.00
	Total Supplies			\$1,600.00
TRAVEL				
Travel to Portland (focus groups)	2	468		\$936.00
Mileage to Portland (RT)	24	118		\$2,832.00
	Total Travel			\$3,768.00
PARTICIPANT SUPPORT				
Stipend (\$50 * 12 participants * 2 sessions)	12	2	50	\$1,200.00
Cost Master Communications (CMC)				\$37,748.00
TOTAL DIRECT COSTS (includes Total Subcontracts Costs)				\$225,996.00
Facilities/Administrative (Indirect Cost) Rate: (University of Oregon)				30.54%
Facilities/Administrative Costs (Indirect Costs) of MTDC				\$69,019
TOTAL COST				\$295,015.00

Facilities and Administrative Cost

As a university-sponsored project, facilities and administrative costs are included. Rates are based on current facilities and administrative cost rate negotiations with the Federal government for University of Oregon. The College of Education is located in an on-campus location that carries a 30.7 percent facilities and administrative costs for other sponsored projects. As noted in the discussion of fringe benefits, facilities and administrative costs are not applied to graduate student tuition.

APPENDIX A
SURVEY PROTOCOL

Welcome to our Study!

This study comprises randomly selected Romanians from the Romanian Community residing in the Portland metropolitan area, excepting Romanians from Vancouver, WA. Our interest is to learn how much a Romanian-English bilingual TWI school would impact Romanians' life here; as well as to discover your interest in this matter and how willing you are in helping create such school.

Participation

Your participation is anonymous. For this reason you have an ID number which will be given to you at the time of interview. Also, your participation is voluntary. You can choose not to be part of this study. However, as a Romanian, you know how difficult it can be for Romanian children to adjust socially and academically in American public schools. Moreover, you know that in many cases the fracture between Romanian parents and their children is accentuated because children have no chance to learn about their parents' heritage in schools. Your opinion is critical for the project and you are the only person who can supply it accurately.

As a reminder, to answer these questions is voluntary; you can stop anytime if you do not want to give us your response.

Introduction

To not use your time inappropriately we want to know:

Q1(filter question): Answer appropriately:

- I have (or had) a child/children in public school – Go to Section 1
- I have (or had) a child/children in private school, or I am doing (or I did) homeschooling with my child/children – Go to Section 2
- I do not have yet children in schools – Go to Section 2

Section 1 - Quality belief of public education

This section asks 4 questions related to your experience with the public school educational system. We would like to know how your impression developed over time through your relation with teachers and staff (administrators and school's clerks) from your child's public school.

Q2: Do you feel satisfied with what your child learns/learned in K-12 public school?

- Yes
- No

Q3: Does your child like (or did they like) the social environment in his/her public school?

- Yes No

Q4: Did the school's staff and teachers collaborate with you to ensure strong academic achievement for your child?

- Yes No

Q5: Were you always welcomed when visiting your child's school?

- Yes No

Section 2 – Impression about Public School Education

In this section of the study, we would like to know your opinion regarding the value of the American public-school education system, especially for Romanian children and their future adaptation into the American life.

Q6 (open-ended question):What is your impression of the K-12 American public-school education?

Box Answer

Section 3: Parent – child dissonance

In this section, answering 5 questions, you will be able to give us your opinion about how you see the application of education and how important you find parent involvement in a child's education. I would like to remind you that your responses to these questions are important to us.

Q7: Do you consider that the school should be completely in charge of your child's education?

- Yes No

Q8: Do you consider that you as the parent should have choices in how and what your child learns in school?

- Yes No

Q9: Do you consider that the teacher-parent relation has an important influence on a child's academic outcome?

- Yes No

Q10:Do you consider that education should include cultural aspects of child's heritage?

- Yes No

Q11:Should parents be involved in their children's school education?

- Yes No

Section 4 - Bilingual Education

This section will ask 6 questions related to bilingual education. We are very interested in knowing how you feel about having Romanian children taught in both languages and cultures: Romanian and English/American.

Q12: Do you consider that a bilingual TWI (Romanian-English) public school will better prepare children for their transition to the English language and American culture?

Yes No

Q13: Do you believe that public schools should teach your children about your heritage?

Yes No

Q14: Do you consider that Romanian children may have better future relationships with their parents and family if they also learned the Romanian language and traditions in school?

Yes No

Q15: If there were a Romanian-American bilingual TWI public school, would you agree to transport your child to its programs?

Yes No

Q16: Would you agree to do carpooling?

Yes No

Q17: (*open-ended question*): What are your thoughts about the need for a bilingual (Romanian-English) TWI public school for Romanian children in Portland area?

Box Answer

PF (Presentation Final)

As a gesture of our appreciation for your participation in this study, you will receive a letter presenting the results of this study. In the same letter, there will be a telephone number where you can contact us if you want to participate in the action to apply for opening a bilingual TWI public charter school for Romanian children in Portland area, if the study reveals positive interest in having such educational system.

In addition, the results of this study will be published in the *Romanian Times* newspaper using graphics: bar graphs or/and pie charts. Your name will not appear in any publications related to this study.

Thank you for participating in our study!

APPENDIX B

CMC LETTER OF SUPPORT



Cost Master Communication Inc.

Milan M'Enesti
University of Oregon
Dept. of Educational Methodology, Policy, & Leadership
College of Education 1215
Eugene, OR 97403 USA
Phone: 1-503-713-7523

May 25, 2015

Dear Milan,

I am writing this letter to enthusiastically endorse your grant proposal you are planning submitting for opening the bilingual public charter school in Portland area. The opening of this school is crucial to the effectiveness of Romanian children's transition to the North American culture and language and, as our company serves the Romanian community from this area for many years, we are interested to directly support your effort. Thus, this project will address a gaping hole in the existent education of children coming from a Romanian heritage.

I am writing to express my support for the market analysis of Romanian parents' interest for opening a bilingual public charter school. This analysis can serve not only the empirical understanding but, as well the knowledge level of Romanian community toward the value of bilingual education and the power of change sustained by the American educational system. Romanian children's academic success will have a tremendous influence in changing the understanding toward the adaptation to the North American life style of the entire Romanian community from this part of the world.

I am encouraged by your application as I believe that our company support for your study will benefit Romanian children's academic success by helping on advancing for the approval of *Charter Schools Program Non-State Educational Agencies (Non-SEA) Planning, Program Design, and Initial Implementation Grant*. CostMaster Communication Inc., serving many Romanian families from all over the world through its telecommunication services, is proud and happy to help your project coming to life. That is why our company's Board of Directors approved a reduction of 70% of our costs to conduct your study by our Market Department (we will send you an invoice after you tell us the number of people to call and the approximate length of the individual interview). Our market analysts have years of experience working with Romanians and other nationalities at a global level.

The collaboration you have done with us in the past, as the Executive Director of Amcomm Communications Inc., helped CostMaster to be where it is today, and we are looking forward to work with you in the future. As such, we are very willing to support your endeavor. Good luck in your efforts to get this valuable project funded. Please keep us informed of the outcome.

Sincerely,

Dan Pantea

C.E.O.

A handwritten signature in blue ink that reads 'Dan Pantea'. The signature is written in a cursive style and is positioned to the right of the typed name and title.

310-550 6th Street, New Westminster, BC
Canada V3L 3B7, Tel: (604) 521-1590, Fax: (604) 648-8534

APPENDIX C

CMC SURVEY EXPENSES DETAILS



September 14, 2017

Pro-forma invoice for Mr. M'Enesti's Phone Survey

<u>Activity</u>	<u>entries/hours</u>	<u>hours</u>	<u>cost/hour</u>	<u>activity cost</u>
Preparation of the list:	5	\$600.00	16	\$9,600.00
Script creation		\$80.00	32	\$2,560.00
Effective time talking: 30 min	2	\$1,500.00	19	\$28,500.00
Dial time and no answers : 20 min		\$500.00	19	\$9,500.00
Data entry of survey data	8	\$375.00	15	\$5,625.00
Data interpretation and summary		\$150.00	55	\$8,250.00
Project manager		\$360.00	42	\$15,120.00
Internet				\$350.00
Telecom costs				\$23,050.00
Rent and fixed costs				\$2,300.00
Total cost				\$104,855.00
Profit of the company: 20%				\$20,971.00
Total expenses to the beneficiary				\$125,826.00

Notes:

1. For one full interview which can be used there are an average another 2 conversations with other prospects which are useful for the purpose of the survey.
In order to get about 1000 valid and solid answers we will need 3000 interviews.

Thank you!

Dan Pantea
CEO
CostMaster Communications, Inc.

A handwritten signature in black ink, appearing to read 'Dan Pantea', is written over the printed name and title.

310 - 550 6th Street, New Westminster, BC
Canada V3L 3B7, Tel: (604) 521-1590, Fax: (604) 648-8534

APPENDIX D

INTERVIEWER TRAINING PACKET

Index

- 1) Pretest for phone interviewers
- 2) Interviewer rules
- 3) Interviewer Training
 - a) Exchange theory to encourage responses
 - b) Five stages respondent goes through before answering
 - c) Probing without expressing bias
 - d) Standardized survey interviewing
 - e) Refusal avoidance
 - f) Successful interviewers
 - g) Being a high quality standardized interviewer
- 4) Survey Interviewing
- 5) Standardized Probes
- 6) Possible answers to reasons for refusals

Pretest for telephone interviewers

Interviewer name _____

Date _____

Directions: Circle the letter that corresponds with your response choice. This section concerns interviewer protocol in general.

- (1) T F Interviewers should relate their personal experiences to the respondents in order to establish rapport.
- (2) The following are all ways to encourage responses EXCEPT:
 - (a) showing positive regard
 - (b) making the questionnaire interesting
 - (c) expressing judgment of the respondent's views or actions
 - (d) offering tangible rewards
- (3) T F It is important to establish trust with the respondent.
- (4) One of the ways of probing without expressing bias is to:
 - (a) agree with the respondent's, emotions no matter what.
 - (b) focus on the behavior the respondent is engaged in.
 - (c) take a counseling approach with the respondent.
 - (d) none of the above
- (5) T F Questions should be asked only as worded.
- (6) T F Open-ended answers can be paraphrased.
- (7) T F Interviewers should only give limited explanations beyond the initial question.

- (8) One of the ways to avoid refusals in interviewing is to ...
(a) say that the respondent has to do the interview.
(b) provide incentives for completing the interview.
(c) ask to talk to the respondent's parents.
(d) none of the above.
- (9) Successful Interviewers ...
(a) have confident assertiveness
(b) read questions slowly
(c) show respect towards the respondents
(d) all of the above
- (10) T F Interviewers should probe for answers in nondirective ways.

Interviewer rules

- 1) Under no circumstances will an interviewer be rude, condescending, or in any way downgrade the respondent or his/her answers.
- 2) The interviewer must not "lead the witness." In other words, do not influence the respondent. Convey to the respondent that his/her responses are acceptable (not right or wrong) and important to the study.
- 3) An interviewer's prime job is to gather information. You are NOT a therapist, evaluator, or investigator.
- 4) Communicate a genuine interest, but do not appear to pry.
- 5) At all times be professional and pleasant. Interviews are usually more enjoyable for both interviewer and respondent when a relaxed and friendly atmosphere is maintained with the respondent.
- 6) The questionnaire will become second nature. Practice it aloud.
- 7) Read the lines naturally and follow the language set down in the questionnaire.
- 8) When rewording the question is necessary, be careful to maintain the neutrality of the question.
- 9) Probes for more information should be NEUTRAL. When necessary repeat the question, remain silent for a moment, ask "Is there anything else? How is that? In what ways? Explain your answer a little further. Can you tell me a little more than that" etc.
- 10) If at any point the respondent appears threatened by a particular question or probe, it may be best to move on to another part of the questionnaire. If possible return to the question again later.
- 11) Each question will have a given code by Qualtrics. Make sure that you check the proper answer.
- 12) Remember that the credibility of the study depends on you and your obtaining accurate information from the respondents.
- 13) Information received through the study is held in strict confidence. The integrity of the investigation is dependent on this premise.

Interviewer training

Exchange theory to encourage responses:

- 1) Reward the respondent by:
 - a) showing positive regard
 - b) giving verbal appreciation
 - c) using a consulting approach
 - d) supporting his or her values
 - e) offering tangible rewards
 - f) making the questionnaire interesting

- 2) Reduce costs to the respondent by:
 - a) making the task appear brief
 - b) reducing the physical and mental effort that is required
 - c) eliminating chances for embarrassment
 - d) eliminating any implication of subordination
 - e) eliminating any direct monetary costs

- 3) Establish trust by:
 - a) providing a token of appreciation in advance
 - b) identifying with a known organization that has legitimacy
 - c) building on other exchange relationships

Five stages respondent goes through before answering:

- 1) Previous encoding of information relevant to the item being asked.
- 2) Comprehension of the meaning of the survey item.
- 3) Retrieval in memory of relevant knowledge.
- 4) Judgment of an answer among alternative answers.
- 5) Communication of the answer to the interviewer.

Probing without expressing bias:

- 1) Focus on the behavior(activity) the respondent is engaged in, or mirror the response to gain more information.
EXAMPLE: "Could you be more specific on that last point?"
"The teachers are mean to you?"

- 2) Avoid focusing on the affect in responses.
Example: "That is awful that the teachers are mean to you."

Standardized survey interviewing:

- 1) Ask questions only as worded.
- 2) Give only limited explanations beyond the initial question.
- 3) Write answers verbatim.
- 4) Probe for clarification in a nondirective way (see PROBING WITHOUT EXPRESSING BIAS).
- 5) Communicate a neutral, nonjudgmental stance with respect to the substance of the answers.

Refusal avoidance training:

- A) All respondents need to be provided incentives for participating.
EXAMPLE: "We really appreciate your help on our project"
"We couldn't have done this without your help"
"Your opinion(viewpoint, knowledge, etc.) is important and helpful to us."
- B) In very difficult cases, assume the timing of the call is bad.
Example: "I'm sorry we have bothered you at what apparently is a bad time for you."
"Is there a better time to call back to do this interview?"
"We will try calling back tomorrow afternoon, O.K.?" OR:
a) Do not say anything else (other than "Thank you!" and ..."Sorry!")
b) plead with the respondent to continue.
Example: "The interview will only take a few minutes of your time." "Any question you are uncomfortable with, you don't have to answer." "You really help us a lot when you complete these interviews."

Successful interviewers:

- 1) Show assertiveness-they present the study as if there is no way the respondent would not want to participate.
- 2) Have the ability of instantly engaging people personally - the interaction is focused on and tailored to the respondent; task-oriented but responsive to the individual's needs, concerns, and situation.
- 3) Show their willingness to obtain thoughtful accurate answers by reading questions slowly.

Being a high quality standardized interviewer:

- 1) HOW YOU PRESENT THE STUDY - a good interviewer will give all respondents a similar orientation to the project so that the context of the interview is as constant as possible.

- 2) **HOW YOU ASK THE QUESTIONS** - questions are supposed to be asked exactly the way they are written, with no variation or wording changes. Even small changes in the way questions are worded have been shown to have significant effects on the way questions are answered.
- 3) **HOW YOU PROBE FOR INFORMATION** - when a respondent does not answer a question fully, the interviewer must ask a follow-up question to elicit a better answer. Interviewers should keep in mind that they should probe in ways that are nondirective-ways that do not encourage one answer over another.
EXAMPLES: "Anything else?" "Tell me more" and "What do you mean by that?" (SEE PROBING WITHOUT EXPRESSING BIAS).
- 4) **HOW YOU RECORD THE ANSWERS** - the recording of answers is standardized so that no inter-interviewer variation occurs. With open-ended questions, interviewers are expected to record answers verbatim, exactly in the words that the respondent uses, without paraphrasing, summarizing, or leaving anything out.
- 5) **HOW YOU RELATE INTERPERSONALLY** - interviewers should focus on the task (the interview) rather than on the interpersonal aspects of the interview. Interviewers should not tell stories about themselves or express any views or opinions related to the subject matter of the interview. Interviewers should NEVER communicate any judgments on any answers respondents give. ANY BEHAVIORS THAT COMMUNICATE PERSONAL OR IDIOSYNCRATIC CHARACTERISTICS OF THE INTERVIEWER WILL BIAS RESPONSES AND INCREASE ERROR. Interviewers should behave as professionals, not friends.

Survey interviewing

When interviewing a person it is helpful to keep in mind what you are trying to find out. Often times an interviewer is trying to run through the interview so fast that they forget they are suppose to be listening to the interviewee. The most is important aspect is to listen.

CONDUCTING THE INTERVIEW

It is very important not to bias the respondent while giving the interview. Verbal behaviors can especially bias the respondent but there are certain things a person can do.

1. Ask the questions exactly as worded on the interview guide (Qualtrics) and in exactly the same way to each respondent.
2. Be friendly, gracious, but professional to each respondent.
3. Focus words on the information being sought. Do not let your voice show impatience.
4. Ask every question in the intended order.

5. Give the interviews individually and privately (ask the respondent to not be on speaker).
6. Make sure they know it is confidential and it cannot be used against them.
7. Conclude on a positive note and thank them for their help, letting them know how vital their information is to you.

Standardized probes

- 1) "Can you tell me more about that?"
- 2) "Could you explain that a little bit more?"
- 3) "Tell me (more) about that."
- 4) "Would you say that you are _____ or _____ ?"
 - a) happy or unhappy;
 - b) unhappy or very unhappy;
 - c) happy or very happy.
- 5) "Would you say that it is _____ or _____?"
 - a) important or somewhat important
 - b) not important or somewhat important
 - c) important or very important
- 6) "Would you say that you feel _____ or _____ pressure?"
 - a) none or " a little or some"
 - b) "a little or some" or a lot".
- 7) "Could you tell me what kinds of things you did (do) on the job?"
- 8) "Could you be more specific?"
- 9) "The teachers are mean to you?"
 - a) The idea is to repeat exactly what the person has said. This technique encourages the respondent to continue talking which is a way of nonbiased probing that will give us more information.

Possible answers to reasons for refusals

REASONS FOR REFUSING

TOO BUSY

... AND POSSIBLE RESPONSES

This should only take a few minutes. Sorry to have caught you at a bad time, I would be happy to call back. When would be a good time for me to call in the next few days?

BAD HEALTH

I'm sorry to hear that. I would be happy to call back in a day or two. Would that be okay?

(IF LENGTHY OR SERIOUS ILLNESS, substitute another member of household. IF THAT ISN'T POSSIBLE, excuse yourself and indicate they will not be called again.)

TOO OLD

Older people's opinions are as important as anyone else's. We really do want your opinion.

FEEL INADEQUATE: DON'T
KNOW ENOUGH TO ANSWER

The questions are not at all difficult. Some of the people we have interviewed had the same concern you have, but once we got started they didn't have any difficulty answering the questions. Maybe I could read just a few questions and you can see what they are like.

NOT INTERESTED

It is very important that we get the opinions of everyone in the sample otherwise the results won't be very useful. I would really like to talk with you.

NO ONE ELSE'S BUSINESS
WHAT I THINK

I can certainly understand, that is why all of our interviews are confidential. Protecting people's privacy is one of our major concerns and to do it people's names are never included with their answers. And, the results are reported in a way that no single individual can ever be identified.

OBJECTS TO SURVEYS

We think this particular survey is very important because the questions are ones that people in education want to know answers to, so that school programs can be improved. We would really like to have your opinion too.

OBJECTS TO TELEPHONE
SURVEYS

We have just recently started doing our surveys by telephone, because this way is so much faster and it costs a lot less.

From the interviewer training package by Gina Skill

APPENDIX E

PRE-NOTICE LETTER

<i>Familiar & respected sponsorship</i>	University of Oregon College of Education Eugene, OR 97401
<i>Date</i>	October 23, 2016
<i>Inside address</i>	Portland Area Resident
<i>Salutation</i>	Dear Portland Area Resident,
<i>Appeal for help</i>	I am writing to request your help with an important study being conducted by University of Oregon to understand the interest of Romanian people in a Romanian-American elementary school.
<i>What will happen</i>	In a few days you will receive a phone call to participate in this project by answering couple of questions about your experience in relation with the school where your child/ren attend, or attended, and your opinion about opening a Romanian-American bilingual TWI school.
<i>What it is about</i>	
<i>Assurance of confidence</i>	The discussion between you and our representative is strictly confidential. We would like to do everything we can to make it easy and enjoyable for you to participate in the study, but we are not forcing you to do it. If you decide to not participate in the study, please feel free to call 123-456-7890 and leave a message about your non-participation. We will regret not knowing your opinion.
<i>R's importance</i>	You were of few selected from the Romanian community in Portland and your opinion is very important, assessing the chance of opening a Romanian-American bilingual TWI school. This research can only be successful with the generous help of people like you.
<i>Gratitude & token of appreciation</i>	To show our gratitude, after the survey is finished you will receive letter informing you with the result of the study. I hope you will take 10 to15 minutes of your time to help us. Most of all, I hope that you enjoy the interview and the opportunity to voice your thoughts and opinions about our intention.
<i>Respondent benefit</i>	
<i>Real signature</i>	Best wishes, (known personality from our department)

APPENDIX F

SURVEY PROTOCOL ADMINISTRATION LETTER

This survey is being administered to a sample of adults from the Romanian Community from Portland metropolitan area. We are obliged to except Romanians from Vancouver, WA, because being a different state their children cannot be students of a public elementary school opened in Oregon State.

- The purpose of the survey is for you to tell us about your considerations regarding the opening of a Romanian-American bilingual TWI elementary school. By completing this form you will help us to know how important you find bilingual education for Romanian children to improve their transition from Romanian language and culture to the American/English language and culture.
- It will take about 15 to 20 minutes to finish the survey.
- The survey is anonymous. We DO NOT want to know your name, unless you agree to it. The interviewers, who will call you, are from a professional company. They are thoroughly trained and they have signed a non-disclosure agreement to keep your name and phone number private.
- Your participation is voluntary. You can choose not to answer any or all of these questions. However, as a Romanian in America, you know how difficult it can be for Romanian children to adapt in American public schools, socially and academically. This information is critical for us to have – and you are the only person who can supply it accurately.
- We ask that you give your thoughtful opinion. The study is composed of 6 sections having 23 questions in total.
- In section 5 you will be asked if you agree to participate in the action for opening the Romanian-English bilingual TWI school. If you answer “Yes” to the 2 *filtered* questions, regarding your possible participation, we would like to contact you. Giving your contact information, you automatically agree to be contacted by us. By agreeing to be contacted by us, your contact information is still strictly confidential until we have your final decision to participate in this action. When we first contact you, we will give you more information about what your participation means. At this first contact, you will still have the choice to agree or to change your mind. We want to make sure that you are deeply convinced in helping us found this school.

Thank you very much for your interest in helping us with your opinion!

APPENDIX G
THANK-YOU LETTER

Cost Master Communications Inc.

Dear Participant,

Thank you for taking time out to participate in our study. We are very appreciative of the time you have taken to assist us.

Thank you also to the important feedback that you have supplied with your comments.

An independent third party, the University of Oregon - College of Education, will conduct the analysis of the data. Any information that may identify YOU will be removed by our Project manager and will not be made available or published in the report. Anonymity is completely assured.

Please give us two weeks and we will share these results with you.

Once again, we are extremely grateful for your contributing your valuable time, your honest information, and your thoughtful suggestions.

Your responses are anonymous and are not linked to personal information!

Yours sincerely,
[name] [family name]
Project Manager,
Cost Master Communication Inc.

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