

Teachers and Parents at Odds: Results From a Survey on a Dual Language Program Implementation

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Abstract

Dual language education programs have become increasingly popular among elementary schools across the country. These programs are touted to represent a promise of a more equitable education for children whose parents are immigrants or whose first languages are not English. Nonetheless, these programs are also known to have appeal to monolingual English speaking families who would like their children to learn another language. Schools across the United States are starting dual language programs and recruiting teachers that have credentials to teach in these newly developed classes. However, less attention has been paid to how parents and teachers react when a new bilingual program is implemented in their schools and classrooms. In this article, we address the perceptions of teachers and parents in a newly established dual language program where the majority of students were of Brazilian origin and spoke Portuguese.

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Introduction

According to reports by the Migration Policy Institute (2022) there are approximately 17.8 million children with at least one immigrant parent in the United States. Additionally, one in five school-age children in the U.S. speaks a language other than English at home (Zeigler & Camarota, 2014). Dual language education programs have become increasingly popular among elementary schools across the country. These programs are touted to represent a promise of a more equitable education for children whose parents are immigrants or whose first languages are not English. Nonetheless, these programs are also known to have appeal to monolingual English speaking families who would like their children to learn another language (Chavez-Moreno, 2021; Dorner & Cervantes-Soon, 2020; Hamman-Ortiz, 2020). Schools across the United States are starting dual language programs and recruiting teachers that have credentials to teach in these newly developed classes (Goodwin, 2002). However, less attention has been paid to how parents and teachers react when a new bilingual program is implemented in their schools and classrooms. In this article we address the perceptions of teachers and parents of a newly established dual language program where the majority of students were of Brazilian origin and spoke Portuguese.

Policy implementation is a “decidedly complex endeavor, more complex than the policies, programs, procedures, techniques, or technologies that are the subject of the implementation efforts” (Fixsen et al., 2005, p. 2). Thus, the current study explores how teachers and parents at one elementary school in the northeast of the United States perceive the implementation and roll out of a new Portuguese-English dual language program in a predominantly immigrant Brazilian elementary school. Our focus on these two groups of stakeholders—parents and teachers and staff—reveals that while parents of Brazilian children and non-Brazilian children in the school are hopeful and excited about a new dual language program, teachers don’t necessarily share the same perceptions.

As a Portuguese-English dual language program in an area serving Brazilian immigrant communities, this program reflects a relatively unique linguistic landscape in relation to the existing literature on dual language programing in the U.S. While there exists a notable history of

research on the Portuguese-English language dynamic, as well as the Brazilian Latino¹ immigrant identity (e.g., Ferreira, 2005; Rubinstein-Avila 2002, 2005), studies of these communities remain rare in the literature on dual language programing. The present study aims to address the following research questions:

1. How is the implementation of a dual language program perceived by teachers and families in a predominantly Brazilian student population elementary school?
2. When are the perspectives on the implementation of a dual language program similar or different within these stakeholders?

Conceptual Framework

Interest Convergence Theory

For programs to be successfully implemented in schools, there must be alignment between multiple groups of stakeholders, dual language programs are no different (DeMatthews & Izquierdo, 2016). DeMatthews and Izquierdo (2016) discuss the importance of teacher and parent groups' involvement in determining the values and expectations of the program. This includes discussions between parents and teachers to set expectations around resources and participation. Initial participation in the planning process aids the overall success of the program (Alanís & Rodríguez, 2008). Thus, it is critical to understand the needs and interests of both teachers and parents during the initial implementation of the dual language program.

Our analysis was guided by a theory put forth by Derrek Bell called interest convergence theory (Bell, 1980). Using this framework, we were able to pinpoint when there was conflicting and aligned interests of the predominantly White, English speaking teaching staff and predominantly Brazilian, Portuguese-speaking parent and student populations. Bell (1980) presented interest convergence as historically accommodating the interests of students of color only when these interests are aligned with those in power (i.e., the White population). Morales and Maravilla (2019) proposed using interest convergence to monitor group interests; identifying when the arrangement is no longer beneficial for each group. Additionally, Kelly (2018) utilized interest convergence at the policy level to understand who bilingual education programs are intended to serve, and who benefits from them. Kelly's (2018) examination of bilingual education policy suggests that growth of dual language programs may benefit minoritized populations, but their ultimate goal is to serve the academic and economic achievement of the majority. This

study examined the interests of two groups, the teaching staff and students' parents/families in one school where the majority of children are of Brazilian descent. We used teacher and parent surveys to understand the perspectives of these groups in regards to the implementation of a new dual language program. We found that while teachers and parents agreed on the potential of a new dual language program in a school where the majority of children spoke Portuguese, the teachers struggled with the way in which the program was implemented.

Literature Review

Inequities and Dual Language Programs

We join other scholars in the conversation around racial and language inequities within dual language programs in the US (Burns, 2017; Palmer, 2010; Scanlan & Palmer, 2009). Existing literature suggests inequities that arise amidst the implementation of dual language programs may stem from race issues. Henderson and Palmer (2019) discuss teachers' recognition of the influence of race in the decision to implement dual language programs in schools. In their study, a dual language program carries the meaning of bilingual education that includes White-middle class students in comparison to English language learners that were more present in a one-way language model. These inequities are not absent from the policy-level of dual language education. In their studies of state legislation, Valdez et al. (2016) and Morales and Rao (2015), examine the implications of inequitable dual language state policy. When considering dual language policy in Illinois and Utah, both Valdez et al. and Morales and Rao, respectively, saw an increase in the number of dual language immersion programs in White middle-class areas and in turn, an increase in the resources received by these communities. This has left communities that are bilingual or multilingual prior to dual language enrollment under-resourced and understudied. Schools in these underserved communities are left in need of resources for successful implementation. As a result, inequitable policy ultimately trickles down into the school environment polarizing the needs of teachers from the needs of parents and students.

Enrollment and Involvement in Dual Language Programs

Overall, there are a range of reasons parents choose to enroll their child(ren) in dual language programs (Alanís & Rodríguez, 2008; Craig, 1996; Giacchino-Baker & Piller, 2006; Monzó, 2005; Parkes, 2008). Parkes (2008)

found that regardless of a parent's dominant language, parents choose to enroll their children in dual language programs with hopes their child is able to be bilingual, successful in a global community, more successful in school, and exposed to and comfortable with different people's culture. While there are similarities regardless of parent's dominant language, prior literature suggests that there are differences in reasons for enrollment between Spanish- and English-dominant parents (Craig, 1996; Giacchino-Baker & Piller, 2006; Monzó, 2005; Parkes, 2008). Preservation of home language, heritage, and culture are prominent reasons for enrollment by Spanish-dominant parents (Giacchino-Baker & Piller, 2006; Parkes, 2008). Craig (1996) suggests that English-dominant parents choose to enroll their children in dual language programs to expose them to diversity and enhanced job opportunities in the future.

Parents with children enrolled in dual language programs tend to be committed to the benefits of these programs (Alanís & Rodríguez, 2008). In their study of City Elementary School, Alanís and Rodríguez (2008) identified active parent participation as a feature of success in the implementation of dual language programs. This includes evidence that parents were critical in the planning and sustainability of the program; essential in providing programmatic feedback to the school.

Teachers' Role in Dual Language Implementation

The role of the teacher is vital in the implementation and sustainability of dual language programs. To successfully implement dual language programs into schools there are several needs including resources, professional development training, and communication that must be met (Forman, 2016; Ray, 2009). Forman (2016) identifies lack of resources and unclear expectations from the school and district as influences resulting in discord around a new dual language program.

Parents and teachers are continuously identified as stakeholders central to the successful implementation of dual language programs (Alanís & Rodríguez, 2008; DeMatthews & Izquierdo, 2016; Ray, 2009). Yet, most literature presents teacher and parent perspectives independently. This leaves little to be said about the overlap and gaps between these groups. As seen in Oliveira et al. (2020), the use of complementary surveys allows for parallel perceptions across teacher and parent populations to be determined. However, this paper focuses on the differences in experience these two groups have regarding the implementation and sustainability of a dual language program.

Methodology

Data Collection

Site. Victory Elementary was located in a town in the northeast of the United States. This elementary school was home to over 500 students from kindergarten through fifth grade and 60% of students are classified as English Language Learners. Fifty percent of the students were also classified as economically disadvantaged. Almost 80% of the students at Victory Elementary were of Brazilian heritage, which is also a characteristic of the town as a place with long term ties to Brazil. While the state where the school is located had a ban on bilingual education for more than a decade (until 2017), Victory elementary and its school district have always served their linguistic diverse community. The school has provided options for transitional bilingual education and sheltered English immersion for newcomer students as well as international baccalaureate programs. Thus, while the presence and implementation of language programs was not necessarily new in this school, the dual language program model of 50/50 (English-Portuguese) was a change in their structure of teachers, classrooms, and resources.

Survey administration. Our team administered the survey in three distinct ways. First, we spoke during a Parent Teacher Association (PTA) meeting one night and brought copies of the survey and pencils. Parents who were interested in filling out the survey had the opportunity to do it during that night. Second, we distributed the survey through students who brought the paper surveys home to the parents who could not make it to the PTA meeting at the school. Finally, we made the survey available online and the principal distributed the link to all parents in the school. The survey was open for 5 weeks. We used similar strategies for teachers and staff. We attended a staff meeting where we distributed paper surveys. Teachers and administrators who were interested in participating had an opportunity to fill out the surveys then or take them home and return it at another scheduled time. In addition, the principal emailed all school staff (over 60 people) the link to the survey which was available online. All surveys were offered in English and Portuguese.

Survey instrument. The parent survey was divided into four distinct sections (a) Section 1: Family engagement (40 items, rated on a scale from 1 to 4); (b) Section 2: Teachers' differential behavior (two items, rated on a scale from 1 to 4); (c) Section 3: Parents' perceptions around expectations of and relationships within the Dual Language program (seven items, mixed

formats); and Section 4: Demographics (11 items, mixed formats). The teacher survey is similar in nature to the parent survey with the omission of Sections 1 & 2. Additionally, several questions in the teacher survey are asked in past tense due to their involvement in the program extending prior to parent involvement.

Adapted from McWayne et al. (2013)'s Parental Engagement of Families from Latino (PEFL) questionnaire (pp. 601–602), Section 1 consisted of three dimensions: (1) Foundational education; (2) Supplemental education; (3) School participation. McWayne et al. (2013)'s model was used to capture parental engagement and was supplemented with elements specific to the Dual Language program. To gain insight into parents' perceptions of teachers' differential behaviors toward a student and/or parent participating in the Dual Language program with varying levels of English proficiency (e.g., *Teachers treat students equally regardless of their proficiency in English*), section 2 of the survey was designed.

Consisting of four open-ended items, Section 3 of the survey was designed to better understand parents' and teachers' expectations of and opinions toward the sustainability of the Dual Language Program in their school. These four items allow parents to provide contextual information pertaining to their expectations of the Dual Language program, their confidence of the Dual Language program being a permanent feature in their school, and the impact of the Dual Language program on relationships between the school and English and non-English speaking families. Additionally, three closed-ended items are included in this section; designed to measure the impact of the Dual Language program on relationships among members in the community, parental support of the Dual Language Program, and feelings toward the Dual Language program being a permanent feature in the school. Section 4 provided demographic information of respondents such as race, age, country of origin and English proficiency.

Survey sample. To gather insight into the implementation and perceptions of the Dual Language program, anonymous parent and teacher surveys were developed. A total of 53 parents and 56 school staff members participated in the survey ($n = 109$). The parent and teacher surveys received a 75% (40/53) completion rate and 66% (37/56) completion rate respectively. Both surveys were provided to participants in English and Portuguese; allowing participants to take the survey in the language of their choice. When considering the parent survey, 85% (45/53) of the parents chose to take the survey in Portuguese and 15% (8/53) of the parents selected the English survey. The parents who answered the survey were typically female (88%). Most parents that took the survey reported themselves as Latino and Brazilian (83%), 12% of

the parents identified as non-Latino, and 5% of the parents were Latino and Puerto Rican. Interestingly, when considering the Brazilian/non-Brazilian makeup of the school, the sample of parents that completed the survey closely matches the school population. At home, 71% (29/41) of parents speak a language other than English; the majority of the parents speak Portuguese (26/29), 2 speak Spanish, and 1 speaks French and Creole. Thirty-five (88%, $n=40$) of the parent respondents are Brazil-born, three (8%) are US-born, one (2%) is UK-born, and 1 (2%) is Haiti-born. When considering the parents that are not US-born, 8% (3/37) arrived in the US prior to 2000; 14% (5/37) arrived in the US between 2000 and 2010; and 78% (28/37) of parents arrived in the US between 2011 and 2020. The parents in this sample mostly (85%; 33/39) are very confident in their ability to communicate in Portuguese. When considering parents' confidence in communicating in English, 41% (16/39) are not confident in communicating in English, 33% (13/39) are somewhat confident in communicating in English, and 26% (10/39) of parents are very confident in communicating in English.

Of the 56 teachers who participated in the survey 89% (32/36) identified as non-Latino. A few teachers identified as *other Hispanic* (3/36), where we followed the census language and participants could choose between Mexican, Cuban, Puerto Rican, or Other, where the participant listed "Brazilian" (1/36). When considering what language teachers speak at home, 69% (25/36) speak English at home and 31% (11/36) speak a language other than English at home. Of the 31% who speak a language other than English at home, five respondents use Portuguese, followed by three respondents who use Spanish, and three respondents did not report their home language. Most of the teacher respondents (82%; 28/34) were born in the US; however, 18% (6/24) of the teachers were born outside of the US. These teachers have been living in the US for at least 23-year. All teachers (100%; 32/32) are confident in their ability to communicate in English. Most teachers (71%), however, are not at all confident in their ability to communicate in Portuguese except six teachers (19%) who are very confident in communicating in Portuguese and three teachers (10%) who are somewhat confident communicating in Portuguese.

Data Analysis

Items analyzed. The parent survey and the teacher survey both contained three items regarding their perceptions of the relationship-building as a result of the dual language (DL) program: One multiple-choice item and two corresponding open-ended items. In the multiple-choice item of the parent survey, we asked "How do you feel the DL program would impact the following

relationships among members of the community?” Parent respondents were asked to report their perceptions of the relationships with five different school stakeholders—(1) teacher, (2) staff, (3) administrator, (4) non-English speaking families, and (5) English speaking families. The five-point Likert scale was used to measure the extent of the impact they perceive with these stakeholders: (1) The impact of the DL program to the relationship building would be noticeably negative; (2) There would be no noticeable impact of the DL program to the relationship building; (3) The impact of the DL program to the relationship building was noticeably positive; (4) I don’t know; (5) Prefer not to say.

Along with the multiple-choice items, parent respondents were asked to answer the two open-ended items: Based on their responses to the multiple-choice questions regarding the relationship between (1) the school and non-English native speaking families, (2) the school and English native speaking families?

The teacher survey included items similar to the three items that the parent survey had. The only difference was in the multiple-choice items, specifically, the teacher survey asked the question with a past-present form: “How do you feel the DL program **did** impact the following relationships among members of the community?” This modification in the teacher survey was made based on the assumptions that the teachers can evaluate the effect of the DL program with regards to the relationship-building as they have designed and implemented the DL program from the beginning. The two open-ended items followed by the multiple-choice items in the teacher survey were the same as the ones of the parent survey. Teacher survey had three more open-ended items that are designed to enhance the understanding of teachers’ perceptions of how the DL program was implemented: (1) Which of the implementation activities did you find valuable and why; (2) Which of the implementation activities did you find could be improved and why; (3) What—if anything—would you change from the DL program implementation process? These three items were used to analyze why certain patterns were shown in multiple choice items along with other two previous open-ended items.

Multiple-choice items. Data analysis of multiple-choice survey items was conducted through the calculation of the frequency and percentages of responses, using the statistics software of *R*. Through this calculation, Tables 1 and 2 were generated. For enhancing the readability of the data, we visualized the outcome of Tables 1 and 2 as the graphs (Figures 1 and 2). This graphical representation is expected to make it easier for readers to compare the results of the parent survey multiple-choice item and the results of the teacher survey multiple-choice item.

Table 1. Percentage of the Relationship Between Parents and Other Stakeholders by the DL program ($n = 37, 38, 39, 38, 37$, Respectively by Row).

Stakeholder	Negative (%)	No impact (%)	Positive (%)	Not sure (%)	Prefer not to say (%)
Teacher	1 (3)	3 (8)	26 (70)	6 (16)	1 (3)
Staff	0 (0)	4 (11)	26 (68)	7 (18)	1 (3)
Administrator	0 (0)	3 (8)	28 (72)	6 (15)	2 (5)
Non-English-speaking family	0 (0)	2 (5)	27 (71)	7 (18)	2 (5)
English-speaking family	0 (0)	5 (14)	21 (57)	9 (24)	2 (5)
Average (%)	3	9	68	19	4

Table 2. Percentage of the Relationship Between Teachers and Other Stakeholders by the DL Program ($n = 20, 20, 19, 19, 19$, Respectively by Row).

Stakeholder	Negative (%)	No impact (%)	Positive (%)	Not sure (%)	Prefer not to say (%)
Teacher	4 (20)	9 (45)	4 (20)	0 (0)	3 (15)
Staff	3 (15)	10 (50)	4 (20)	0 (0)	3 (15)
Administrator	4 (21)	9 (47)	3 (16)	0 (0)	3 (16)
Non-English-speaking family	1 (5)	10 (53)	6 (32)	0 (0)	2 (11)
English-speaking family	0 (0)	12 (63)	5 (26)	0 (0)	2 (11)
Average (%)	18	52	18	0	1

Open-ended items. Data analysis of open-ended survey questions were analyzed with a closer connection to the answers of the multiple-choice items. The open-ended items served to capture why a certain answer was derived in the multiple-choice item. In order to find the patterns in the open-ended answers along with the multiple-choice item, we employed an iterative approach to data analysis (Maxwell, 2012). First, we created the spreadsheet to match the answers of the multiple-choice items and open-ended items in a spreadsheet for each survey. Second, we looked for repetitive patterns in the two open-ended items regarding the relationship with non-English families and English families, respectively. In this process, we combined codes to find salient patterns. We went through this step for both surveys. Third, we compared the repetitive patterns that emerged from the two surveys. These comparisons between the parent group and teacher group allowed us

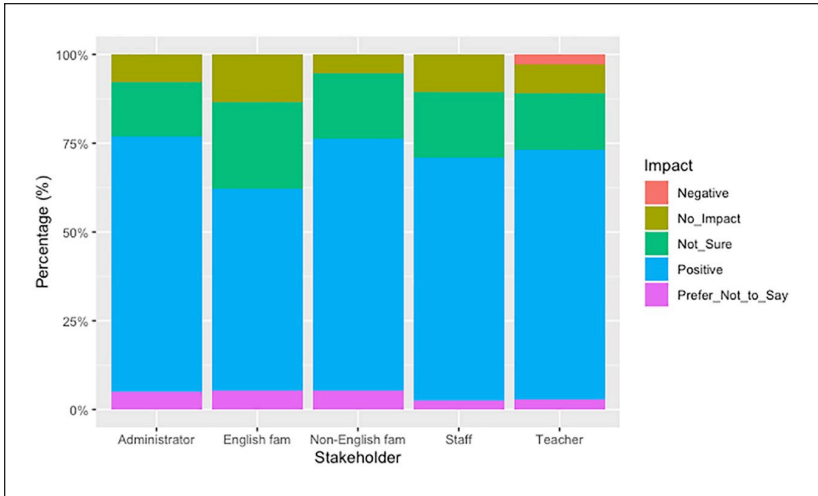


Figure 1. The relationship between parents and other stakeholders by the DL program.

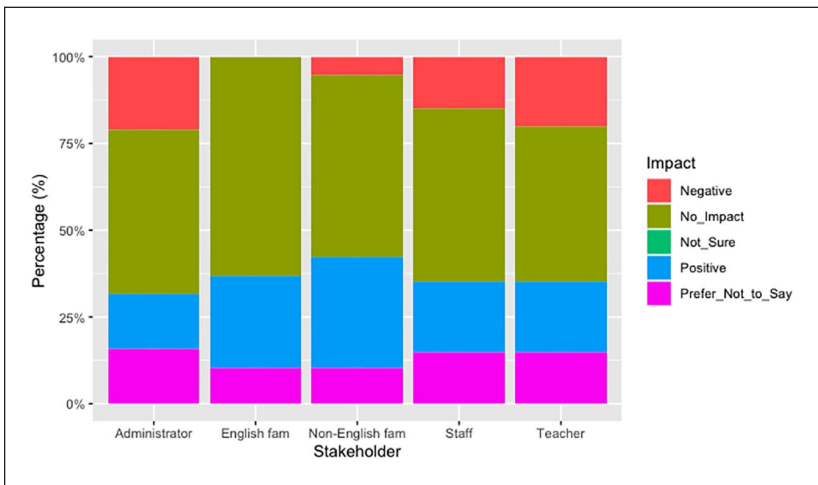


Figure 2. The relationship between teachers and other stakeholders by the DL program.

to answer the research questions, which seeks to find convergences and divergences in the perception of their relationship building with the school community.

Findings

Parents and teachers shared expectations and concerns as to how the DL program influenced their relationships with other school stakeholders. As these two groups played a different role in the implementation of the DL program, our analysis highlights commonalities and differences of the perceptions between these two groups. In many ways, their perceptions were at odds: parents expressed feeling hopeful for the future and grateful for a dual language program, but most of the teachers who responded expected no change in relationships at all. However, both groups anticipated some benefits coming from the program. Parents and teachers also had different opinions on who would benefit as a result of the DL program in relationship building: parents expressed that the DL program may help them build a positive relationship with non-English speaking families, whereas teachers perceived the DL program to potentially build relationships with both groups of families. The finding section demonstrated these convergences and divergences in the perceptions of parents and teachers in detail in the following sequence: (1) Parents' perceptions, and (2) Teachers and staff's perceptions.

Parent's Perceptions

Most of the parents that responded had a positive outlook on how the DL program would affect their relationships with teachers, school staff members, administrators, non-English speaking families, and English speaking families. The average of the positive expectations was above 50% across the stakeholders: 72% of the parents ($n=28$) prospectively expected a positive effect on their relationship with administrators. 71% ($n=27$) reported their relationships with non-English speaking families will have a positive impact. 70% ($n=26$) out of the 38 parent respondents saw that their relationship with teachers would improve. 68% ($n=26$) out of the 38 parent respondents also reported that their relationships with school staff members would improve. 57% ($n=21$) agreed that the relationship with the English speaking families. With these results, it is noteworthy that there was a barely negative view on this item (See Table 1 and Figure 1).

The uncertainty of the impact of the DL program on the relationship (i.e., Not sure) accounted for the second-largest proportion in the answers, at 19% across stakeholders. This result implied that some parents were yet to be sure about what this program would bring in terms of relationship building. Subsequently, there was a small proportion of the parents who saw the DL program would not impact their relationship building, with an average estimate of 9%. There were parents who preferred not to answer this item. Though we

have varied answers, overall, the parents had high expectations on the potential of the program regarding relationship building given a high percentage of the positive views and a negligible percentage of the negative views.

Another distinct finding in Table 1 was that the parents showed contrary opinions related to their relationship with the non-English speaking families versus English speaking families. More parents viewed that their relationship with non-English families would get a positive impact through the DL program (71%, $n=27$) than they do with English speaking families (57%, $n=21$). Moreover, some parents ($n=5$) believed that the DL program would have no impact on their relationship-building with English speaking families. This percentage is more than twice the percentage of parents who believed their relationship with non-English speaking families will not change (5%, $n=2$). These results showed that parents tend to see that non-English speaking families may have a more positive impact through the DL program.

The open-ended items of the parent survey helped understand why parents showed a positive outlook toward their relationships with non-English speaking families than English speaking families. First, one recurrent theme was that the DL program allowed for the home language of non-English family being noticed and valued in the school:

I think they (non-English family) will feel like their presence in our community is being recognized and that the program is building a bridge through our children to better our future (ID 1008, English speaking parent in the DL program).

Their (Non-English family's) expertise in their home language will be valued (ID 1006, English speaking parent in the non-DL program).

As represented in the quotes, parents anticipated the inclusion of the home language in the school curriculum would ease the relationship building that might not be possible without the program.

Another prominent theme that emerged in the parents' narratives was communication enhancement between school and home. One English speaking parent said that "they (non-English families) will be able to easily communicate with educators in their native language (ID 1006, English speaking parent in the non-DL program)." One non-English speaking parent also expressed that they would have more "access to have people who speak their language (Portuguese) (ID 2015, Brazilian parent in the DL program)." Another parent believed that "to improve the teaching of students and learning, students need to learn well at school, reflect at home with the family about behavior" (*Pra melhorar o ensino dos alunos e aprendizado os estudantes aprender bem na*

escola refletir em casa com a família e o comportamento) (ID 2007, Brazilian parent in the DL program).” Overall, parents spoke positively about the school’s decision of the DL program as it is believed to value non-English speaking family’s home language and home culture.

Regarding their relationships with the English speaking families as a result of the DL program, approximately half the parent respondents expressed a positive view (57%, $n=21$). Some English speaking parents saw that learning a new language itself would be helpful to strengthen the relationship with other English speaking families: The English native speaking families will get to have the opportunity for their child to learn to speak a language other than English. (ID 1006, English speaking parent in the non-DL program).

While maintaining a view of new language acquisition as one benefit, non-English speaking parents highlighted that the DL program would be an area where English speaking families can learn others’ cultures existing in society. Non-English-speaking parents expect those opportunities to be helpful to build their relationships with English speaking families:

Because native English speaking families will understand and learn another culture and the language (*Porque as famílias nativas do inglês poderão entender e aprender outra cultura e o idioma*) (ID 2015, Brazilian parent in the DL program)

Positive for the relationship between culture, customs, with American families, to live in society - have a good relationship, respecting one another - (*positivo para relação entre cultura, costumes, com as famílias americanas, para convivência em sociedade - ter um bom relacionamento, um respeitando o outro* - (ID 3030, Brazilian parent in the DL program)

The two (languages) have to walk together in Portuguese as well as English for the better future of the country and new generations (*Os dois tem que andar juntos tanto em português como inglês pra melhor o futuro do país são novas gerações*) (ID 2007, Brazilian parent in the DL program).

As shown in the quotes above, enhanced mutual understanding through the DL program was a recurring theme in the non-English speaking family’s narratives about building a relationship with English speaking parents.

Teacher’s Perceptions

Teachers who responded to the survey reported that no discernible impact had been brought by the DL program in school community building. As shown in Table 2 and Figure 2, the answer “no-impact” accounts for the

largest proportion across the stakeholders, with an average of 51.6%. This means that half the teacher respondents did not see the difference in the relationship with their school community between the pre-DL program and the post-DL program. This result is starkly different from the results of the parent survey where a majority of the parents expected that the DL program would bring a positive relationship building with other school stakeholders.

The second-dominant proportion of the teachers' answers were two contrasting views: positive impact and negative impact. Eighteen percent of the teachers responded that the DL program negatively impacted the relationships, and the other 18% responded that they viewed a positive impact driven by the DL program. These results have little resemblance to the outcome of the parent survey where most of the parents showed positive prospects.

Some teachers hesitated to reveal their opinions on this item (options: prefer not to say, 13%). On the other hand, there was no teacher who was not sure about what the DL program brought to the relationship building. It is opposite to the result of the parent survey where 19% expressed uncertainty of this item. The fact that teachers were sure of their opinions unlike some parents gave presumptive evidence that the teachers might be in more favorable positions than parents in terms of having knowledge of the DL program.

The teachers perceived non-English speaking families and English speaking families benefiting similarly from the DL program in the matter of relationship building. Thirty-two percent of the teachers ($n=6$) agreed that they built a more positive relationship with non-English speaking families through the DL program, and 26% of the teachers ($n=5$) agreed to the positive impact of the DL program to their relationships with English speaking families. Given that there is only one difference in the number of the previous two answers, it is hard to say that teachers consider that teachers think a certain family gets more benefits than others from the dual-language program.

The open-ended answers of the teacher survey provided explanations on why the teachers think the dual-language program affected non-English speaking families and English speaking families in the ways they did. First, teachers shared with parents that the schools' institutionalized effort would lead to a positive impact on their relationship building as one teacher explained, "This program shows that we value the home language of our families. It shows that teachers are putting to learn more about the language and culture of our families." (ID S_Q28).

However, teachers' expectations diverted from parents' ones as to the relationship of schools with two different family types of non-native English speaking families and native English speaking families. Teachers perceived the DL program to more negatively impact both groups (Non-English and

English Speaking families) than parents did. The factors that repeatedly appeared in the teachers' responses were: the haphazard implementation of the program, lack of participation of teachers in the decision-making process and the complaint that their voices were not being heard. Teachers frequently mentioned the lack of resources attached to the implementation of a new program, as one teacher explained:

The initial meeting and PD for the program were exciting and informative, but then all other meetings were held behind closed doors and did not involve any teachers or teacher input. . . There needed to be time for curriculum development and appropriate resources purchased for teachers and a plan for the guidance of how to implement the program. There are lots of holes and frustration since the teachers currently involved in the DL implementation have no planning time or resources (ID S_Q3).

Teachers became frustrated when they felt that their voices were not heard and expertise not used in the rapid implementation of the program. Lack of school resources aggravated their doubts, which led them to think this program had not and would not have a shot at improving the relationship between any groups of families and teachers. Despite the teachers' deep-rooted hope that the program would bring a positive change, historical doubts prevented them from having positive prospects which in turn undermined the effectiveness of the program implementation.

Discussion

The town where this school was located had longstanding migration ties with Brazil. Portuguese was spoken in the streets and inside businesses like *padarias* (bakeries), hair salons, restaurants, and other spaces. Victory Elementary also had a deep history in providing resources for families and students to speak both Portuguese and English in school. Translations were made available. Signage and communication were also done in both languages. However, what our data revealed was the divergence in perceptions when there was a change in the school building such as a new DL program. Brazilian families were hopeful that the new dual language program would improve their experiences with the school in this particular town. Parents stated that they felt grateful and seen. On the other hand, teachers and staff argued that they were not feeling seen by the administration of the district. Thus, these perceptions were at times, at odds. In *Brown v. Board of Education Bell* (1980) argued that *Brown v. Board of Education* happened because it advanced White interests as well. In this case our analysis revealed that while the DL program

advanced the interests of Brazilian families, it did not necessarily speak to the issues brought up by the teachers in the school (lack of resources, training, curriculum, structure). While the teachers and staff did not envision the impact of the DL program as changing the landscape of schooling experiences for these families, Brazilian families did. Teachers and staff perceived the implementation of the dual language program as rushed and without rigorous justification as to why it should be rolled out in the time that it did. Many teachers worried about job loss, having to move to another school, teach in another grade or be responsible for another classroom. Teachers and staff's perceptions showed the difficulties of putting a program in place when there is no complete building buy-in.

Conclusion

Our research in this school will continue and we hope to generate comparative findings after year one of the implementation. We have also shared the findings with the staff, districts and families as we continue to inquire why families and staff have perceptions of the implementation of a DL program that may seem at odds. After we presented the results to the school, many teachers contacted us to talk about how pleased they were to hear about families' positive and hopeful reactions to the new program. Brazilian families trusted the school and admired their teachers. Communication seemed to get lost between all stakeholders involved: parents, teachers, staff and administrators. However, what all parties agreed on was that as a community they had to come together to ameliorate the education experiences of first and second-generation Brazilian children who spoke Portuguese and English. The survey did not reach every teacher and staff and it did not reach every parent in the school, a clear limitation in the study. The data is, however, a window into one of many issues that percolate program changes in a school. Teachers and staff discussed their own insecurities about the school's decision to start a new program in an already shaky ground. Moving forward, we are hopeful that our research can shed light on the different perspectives where stakeholders may have in a newly implemented dual language program.


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Note

1. We will be using Latino immigrant as a category to encompass families and individuals from who have origins in Mexico, South America (eg., Brazil, Venezuela, Argentina), Central America, or the Caribbean (e.g., Cuba, Puerto Rico, the Dominican Republic). However, the community in this study used the word Latino as an identifier, thus when we use Latino we are marking an option made by participants in the research.

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