



# Dual Language Family Survey 2006

## Selected Findings

### The Project

This survey started in August, 2005 and is the work of the Dual Language Database Project. The group designed the survey to tap the six areas below. The final survey was approved by both the Albuquerque Public Schools (APS) Research Review Clearance Committee and the University of New Mexico's Institutional Review Board. The survey, drafted in English, was translated by several translators, and a final Spanish version proofed by APS Translation Services. Most families completed the survey in November.

### Survey Response

According to district records, there were 1908 dual language students attending the seven elementary schools and one middle school participating. A total of 725 families responded and allowed their answers to contribute to this report. That means this report is based on 38% of the families at those schools, which is an acceptable response rate for such a project.

## Selected Findings

### Demographics

- Those surveyed in Spanish were 68.4% of the total surveyed.
- 65% of all respondents reported speaking Spanish with their child at home.
- Approximately 22% of those responding reported that their child attends the school as a transfer student as opposed to it being their neighborhood school (54.9%).

### Communication

- 86.9% of respondents either agreed or strongly agreed that they were satisfied with home-school communication, though this figure was higher for those who responded to the Spanish survey.
- Only 4.6% said they had never spoken with their child's teacher.

### Understanding of Dual Language

- Families were asked how long it takes a child to learn a second language really well. 28.6% said they didn't know, while 17.1% said at least five years. Spanish-language respondents were more likely to say 1 to 2 years than English-language respondents while English-language respondents were more likely to say at least 5 years than Spanish-language respondents.
- 48.6% of respondents didn't know if there was a middle school dual language program available for their child and 59.3% didn't know if there was a high school dual language program available.

### Satisfaction

- 68.4% of respondents said they are committed to keeping their child in a dual language program through the twelfth grade.
- Only 4 of 725 respondents (less than one percent) indicated that they would not recommend the program to other parents.
- 86% of respondents either agreed or strongly agreed that their child is being sufficiently challenged academically.
- 70.2% of respondents were very satisfied with their child's dual language program overall.

### Support and Involvement

- 74.1% of respondents report helping their child with homework "several days a week" or "almost every day".
- Families were asked what would make the biggest difference in their ability to participate in school activities. The most frequent responses were: "If my work schedule allowed it" (63%), "If I knew more English" (25%), "If I had child care" (23.9%), and "If more activities were offered in my own language" (19.9%).

### Expectations and Benefits

- Families were asked why they had chosen a dual language program for their children. 92.7% indicated it was so their child would be able to read, write and speak a second language; 63.6% wanted their child to be successful in a global society; 61.4% wanted their child to be more successful in school; and 60.6% said they wanted their child to be more comfortable relating to different people.

### For more information . . .

All reports and copies of the survey are available through [www.duallanguagenm.org](http://www.duallanguagenm.org).