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Appendix K: Survey Instrument

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NAFEA Southeast Asian American Community Survey

1. Overview and Demographics

Welcome to the Southeast Asian American Survey, sponsored by the National Association for the Education and Advancement of Cambodian, Laotian, and Vietnamese Americans (NAFEA).

This survey will allow you to share your thoughts and experiences related to K-12 education, higher education, Southeast Asian languages, and Southeast Asian communities.

The survey is intended for current Southeast Asian American college and university students, or recent graduates. Southeast Asian American high school students are also welcomed, but should skip the section on higher education.

This survey should take about 20 to 30 minutes to complete. Your answers will help NAFEA understand the successes and challenges faced by Southeast Asian Americans and communities, and to advocate for needed policies and programs.

Your answers are completely confidential. You will not be asked for your name or e-mail address. You may skip any question you do not wish to answer. Results will be published in the Journal of Southeast Asian American Education and Advancement (www.jsaaea.org). Questions or comments about this survey may be directed to NAFEA President Dr. Chhany Sak-Humphry at sak@hawaii.edu, or Executive Board Member Dr. Wayne E. Wright at drwaynewright@gmail.com.

1. Age

- ☐ 16 or under
- ☐ 17 - 20
- ☐ 21 - 24
- ☐ 25 - 29
- ☐ 30 - 49
- ☐ 50+

2. Gender

- ☐ Male
- ☐ Female

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3. Place of birth:

- ☐ Cambodia
- ☐ Laos
- ☐ Thailand
- ☐ United States
- ☐ Vietnam

Other (please specify)

4. Race/Ethnicity (check all that apply)

- ☐ African American
- ☐ Chinese
- ☐ Hispanic
- ☐ Hmong
- ☐ Khmer (Cambodian)
- ☐ Khmu
- ☐ Laotian
- ☐ Lue
- ☐ Mien
- ☐ Native American
- ☐ Thai
- ☐ Thaidam
- ☐ Vietnamese
- ☐ White

Other (please specify)

5. In which state do you currently live?

2. Education

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6. In what grade level did you first begin school in the United States?

☐ Preschool/Pre-Kindergarten	☐ 4th grade	☐ 9th grade
☐ Kindergarten	☐ 5th grade	☐ 10th grade
☐ 1st grade	☐ 6th grade	☐ 11th grade
☐ 2nd grade	☐ 7th grade	☐ 12th grade
☐ 3rd grade	☐ 8th grade	☐ College/University

7. Were you classified as an English Language Learner (ELL) or Limited English Proficient (LEP) student when you first began school?

- ☐ Yes
- ☐ No
- ☐ Don't know

If yes, about how many years were you classified as an ELL or LEP student?

8. In which state(s) did you attend K-12 schools?

9. Current year in school

- ☐ High School
- ☐ Technical/Trade School
- ☐ College - Freshman
- ☐ College - Sophomore
- ☐ College - Junior
- ☐ College - Senior
- ☐ Graduate Student
- ☐ Recent Graduate (indicate year in box below)
- ☐ Attended some college but not currently attending (indicate highest level completed in box below)

Other or Comments (if any)

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10. Major/Degree Program

3. K-12 Education Experience

11. Approximately how many other Southeast Asian American students were in your schools?

	Less than 1%	1 - 9%	10 - 24%	25 - 49%	50 - 74%	75% or more	Not applicable
Elementary School	☐	☐	☐	☐	☐	☐	☐
Middle School/Junior High School	☐	☐	☐	☐	☐	☐	☐
High School	☐	☐	☐	☐	☐	☐	☐

Comments (if any)

12. In the K-12 schools you attended in the U.S., about how many Southeast Asian Americans worked in the following positions:

	0	1 - 2	3 - 5	6 - 9	10 or more	Not applicable
Administrators:	☐	☐	☐	☐	☐	☐
Teachers:	☐	☐	☐	☐	☐	☐
Paraprofessionals:	☐	☐	☐	☐	☐	☐
Staff (e.g., office, custodial, cafeteria, etc.)	☐	☐	☐	☐	☐	☐

Comments (if any)

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13. How many of your own teachers were Southeast Asian Americans?

- ☐ 0
☐ 1 - 2
☐ 3 - 5
☐ 6 - 9
☐ 10 or more
☐ Not applicable

Comments (if any)

14. How often did you face difficulties understanding instruction, participating in class, or completing assignments due to your level of English language proficiency at these grade levels?

	Never	Rarely	Occasionally	Frequently	Not applicable
K - 2nd	☐	☐	☐	☐	☐
3rd - 5th	☐	☐	☐	☐	☐
6th - 8th	☐	☐	☐	☐	☐
9th - 12th	☐	☐	☐	☐	☐

Comments (if any)

4. Bilingual Education Participation

In Bilingual Education Programs, students with limited English proficiency are taught to read and write in their native language first, and are also taught one or more other content areas in their native language. The amount of native language instruction is decreased as the amount of English instruction is increased as students progress in learning English.

Bilingual Education also includes dual language (or Two-Way Immersion) programs where students learn to read and write in English and their native language at the same time. These classroom may also have English-only students who are learning the native language of the other students.

*** 15. Were you ever in a bilingual education program?**

- ☐ Yes
☐ No
☐ Not sure

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5. Bilingual Education Program Experience

In Bilingual Education Programs, students with limited English proficiency are taught to read and write in their native language first, and are also taught one or more other content areas in their native language. The amount of native language instruction is decreased as the amount of English instruction is increased as students progress in learning English.

Bilingual Education also includes dual language (or Two-Way Immersion) programs where students learn to read and write in English and their native language at the same time. These classroom may also have English-only students who are learning the native language of the other students.

16. How many years were you in the bilingual education program?

- ☐ 1-2 years
- ☐ 3-4 years
- ☐ 5-6 years
- ☐ 7 or more

Comments (if any)

17. At which school levels were you in a bilingual program? (Mark all that apply)

- ☐ Elementary School
- ☐ Middle school/Junior High School
- ☐ High School

Comments (if any)

18. Who provided literacy and/or content instruction in your native language? (Mark all that apply)

- ☐ A bilingual classroom teacher
- ☐ A bilingual paraprofessional (e.g., teacher aid, instructional assistant, etc.)
- ☐ A bilingual specialist teacher (i.e., a teacher who traveled to different classrooms, or pulled students out of regular classrooms to provide bilingual instruction)

Comments (if any)

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19. How effective was the bilingual program?

- ☐ Very effective
☐ Somewhat effective
☐ Not effective

Comments (if any)

6. ESL, ESOL, ELD, and Sheltered Instruction Program Participation

Schools are required to help students with limited English proficiency by providing programs to help them learn English. Such programs are usually called English as a Second Language (ESL), English for Speakers of Other Languages (ESOL) or English Language Development (ELD).

Schools are also required to help such students learn the same academic content as English fluent students. These programs have different names, such as Specially Designed Academic Instruction in English (SDAIE), Sheltered English Immersion (SEI), Sheltered Instruction (SI). Below these will all be referred to as "Sheltered Instruction (SI)".

* 20. Were you ever in one of the following programs:

English as a Second Language (ESL)
 English for Speakers of Other Languages (ESOL)
 English Language Development (ELD)
 Sheltered Instruction (SI)

- ☐ Yes
☐ No
☐ Not sure

Comments (if any)

7. ESL, ESOL, ELD, and Sheltered Instruction Program Experiences

Schools are required to help students with limited English proficiency by providing programs to help them learn English. Such programs are usually called English as a Second Language (ESL), English for Speakers of Other Languages (ESOL) or English Language Development (ELD).

Schools are also required to help such students learn the same academic content as English fluent students. These programs have different names, such as Specially Designed Academic Instruction in English (SDAIE), Sheltered English Immersion (SEI), Sheltered Instruction (SI). Below these will all be

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referred to as "Sheltered Instruction (SI)".

21. How many years were you in an ESL, ESOL, ELD, or Sheltered Instruction program?

- ☐ 1-2 years
- ☐ 3-4 years
- ☐ 5-6 years
- ☐ 7 or more
- ☐ Not sure

Comments (if any)

22. At which school levels did you receive ESL, ESOL, ELD, or Sheltered instruction?

- ☐ Elementary School
- ☐ Middle School/Junior High School
- ☐ High School

Other (please specify)

23. Who provided your ESL, ESOL, ELD or Sheltered Instruction? (check all that apply)

- ☐ The regular classroom teacher
- ☐ A specialist who pulled me out of the classroom
- ☐ A paraprofessional (e.g., teacher's aide, bilingual aide, instructional assistant, etc.)
- ☐ Not sure

Other (please specify)

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24. How effective was your ESL, ESOL, ELD or Sheltered Instruction?

- ☐ Very effective
☐ Somewhat effective
☐ Not effective

Comments (if any)

8. Foreign (World) Language Classes for Native Speakers Participation

9. Foreign (World) Language Classes for Native Speakers

Most secondary schools, and some elementary schools have foreign (or world) language classes. Some schools have language classes designed for native speakers. Such courses for Southeast Asian American students are usually called Hmong for Hmong Speakers, Lao for Lao Speakers, Khmer for Khmer Speakers, and Vietnamese for Vietnamese Speakers. These classes may also be called Heritage Language programs.

Some schools only offer these classes before or after school, including some for foreign language credits.

* 25. Have you ever received instruction in your native language at school through a foreign (world) language course or program?

- ☐ Yes
☐ No
☐ Not sure

Comments (if any)

9. Foreign (World) Language Classes for Native Speakers Experiences

Most secondary schools, and some elementary schools have foreign (or world) language classes. Some schools have language classes designed for native speakers. Such courses for Southeast Asian American students are usually called Hmong for Hmong Speakers, Lao for Lao Speakers, Khmer for Khmer Speakers, and Vietnamese for Vietnamese Speakers. These classes may also be called Heritage Language programs.

Some schools only offer these classes before or after school, and students may or may not earn foreign language credit for taking them.

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26. How many years did you participate in Foreign (World) Language Classes for native speakers?

- ☐ 1 year
- ☐ 2 - 3 years
- ☐ 4 - 6 years
- ☐ 7 years or more

Comments (if any)

27. At which school levels did you take Foreign (World) Language Classes for native speakers? (Mark all that apply)

- ☐ Elementary School
- ☐ Middle School/Junior High School
- ☐ High School

Comments (if any)

28. When were these Foreign (World) Language Courses for native speakers offered?

- ☐ During the regular school day
- ☐ Before school
- ☐ After school
- ☐ On weekends

Comments (if any)

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29. Who taught these Foreign (World) Language Classes for native speakers? (Mark all those that apply)

- ☐ A full-time foreign language teacher
- ☐ A paraprofessional (e.g., teacher's aide, instructional assistant, etc.)
- ☐ A part-time employee or volunteer from the community
- ☐ Not sure

Comments (if any)

30. How effective were these Foreign (World) Language Classes for native speakers?

- ☐ Very effective
- ☐ Somewhat effective
- ☐ Not effective

Other (please specify)

10. Southeast Asian American Inclusion in the Curriculum

31. How often did you have opportunities to learn about Southeast Asian history and cultures in your K-12 classrooms?

- ☐ Frequently
- ☐ Occasionally
- ☐ Rarely
- ☐ Never
- ☐ Unsure

Comments (if any)

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32. How often did your textbooks or curricular materials include information related to Southeast Asia or Southeast Asian Americans?

- ☐ Frequently
- ☐ Occasionally
- ☐ Rarely
- ☐ Never
- ☐ Not sure

Other (please specify)

33. How much did your K-12 teachers know about Southeast Asian history, cultures, and community issues?

- ☐ A lot of knowledge
- ☐ Some knowledge
- ☐ Little knowledge
- ☐ No knowledge

Other (please specify)

11. Quality of Teaching and Learning

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34. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Most of my teachers were highly qualified to teach linguistically and culturally diverse students.	☐	☐	☐	☐	☐
There was too much focus on preparing for state test in my classrooms.	☐	☐	☐	☐	☐
The pressure of state tests led to more effective instruction in my classrooms.	☐	☐	☐	☐	☐
The pressure of state tests led to less interesting instruction in my classrooms.	☐	☐	☐	☐	☐
Some subjects not on the state tests received little to no instruction in my school.	☐	☐	☐	☐	☐
My test scores provided an accurate measure of my academic ability.	☐	☐	☐	☐	☐
Important decisions such as grade-level promotion and high school graduation should be made based only on a student's test scores.	☐	☐	☐	☐	☐

Comments (if any)

12. Consequences of State Tests

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35. In your schools, how many Southeast Asian American students ...

	None that I know of	A few	Less than half	More than half	Almost All
Had to repeat a grade level because they failed the state test?	☐	☐	☐	☐	☐
Had to take mandatory test preparation classes as an "elective"?	☐	☐	☐	☐	☐
Had to take mandatory test preparation classes before or after school, or on weekends?	☐	☐	☐	☐	☐
Dropped out of school over concern about passing a high-school exit exam?	☐	☐	☐	☐	☐
Completed 12th grade but were denied a diploma for failing a high-school exit exam?	☐	☐	☐	☐	☐

Comments (if any)

13. Southeast Asian Language Proficiency and Use

36. Which Southeast Asian language do you consider to be your native or heritage language?

- ☐ Hmong
- ☐ Lao
- ☐ Khmer (Cambodian)
- ☐ Vietnamese

Others (please specify)

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37. How would you rate your level of proficiency in this language?

	Very good	Good	Fair	Poor	None
Listening	☐	☐	☐	☐	☐
Speaking	☐	☐	☐	☐	☐
Reading	☐	☐	☐	☐	☐
Writing	☐	☐	☐	☐	☐

Comments (if any)

38. How often do you use this language when communicating with the following people?

	Frequently	Occasionally	Rarely	Never	N/A
Parents	☐	☐	☐	☐	☐
Grandparents	☐	☐	☐	☐	☐
Other older relatives	☐	☐	☐	☐	☐
Siblings	☐	☐	☐	☐	☐
Other relatives of the same age or younger	☐	☐	☐	☐	☐
Friends	☐	☐	☐	☐	☐
Community members	☐	☐	☐	☐	☐

Comments (if any)

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39. How often do you use this language to do the following:

	Frequently	Occasionally	Rarely	Never	N/A
Watch movies (Video tapes, DVDS)	☐	☐	☐	☐	☐
Watch online videos	☐	☐	☐	☐	☐
Karaoke	☐	☐	☐	☐	☐
Listen to music	☐	☐	☐	☐	☐
Read books, newspapers or magazines	☐	☐	☐	☐	☐
Read letters, notes, e-mails, webpages, etc.	☐	☐	☐	☐	☐
Write letters, notes, e-mails, stories, poems, reports, etc.	☐	☐	☐	☐	☐

Other (please specify)

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40. Where do you frequently hear and use this language? [check all that apply]

- ☐ Home
- ☐ Homes of relatives and friends
- ☐ School
- ☐ Work
- ☐ Restaurants, markets, and business establishments in the community
- ☐ Christian Churches
- ☐ Buddhist Temples
- ☐ Community organizations
- ☐ Parties
- ☐ Weddings
- ☐ Community events
- ☐ Language classes and programs
- ☐ On the Internet
- ☐ On the telephone

Other (please specify)

41. How often do you face difficulties communicating with parents or other family members who speak this language and who lack proficiency in English?

- ☐ Frequently
- ☐ Occasionally
- ☐ Rarely
- ☐ Never

Comments (if any)

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42. If you have visited your (or your parents') country of origin, how difficult was it to communicate with others in the native language?

- ☐ Very difficult
- ☐ Somewhat difficult
- ☐ Not difficult
- ☐ Not Applicable

Comments (if any)

14. Heritage Language Programs

Heritage language programs include all programs which give students the opportunity to develop or maintain their native or heritage language. This includes in-school K-12 programs such as bilingual education and foreign (world) language classes for native speakers, college and university courses, and community-based programs after school or on the weekends.

43. Did your Elementary School(s) have any of the following types of heritage language programs in your language?

[Select "Not applicable" if you did not attend Elementary School in the U.S.]

	Yes -- and I participated	Yes -- but I did not participate	No	Not sure	Not applicable
Bilingual Education Programs	☐	☐	☐	☐	☐
Foreign (World) language classes	☐	☐	☐	☐	☐
After school program	☐	☐	☐	☐	☐

Comments (if any)

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44. Did your Middle School / Junior High School have any of the following types of heritage language programs in your language?

[Select "Not applicable" if you did not attend Middle School/Junior High School in the U.S.]

	Yes -- and I participated	Yes -- but I did not participate	No	Not sure	Not applicable
Bilingual Education Program	☐	☐	☐	☐	☐
Foreign (World) Language classes	☐	☐	☐	☐	☐
After school program	☐	☐	☐	☐	☐

Comments (if any)

45. Did your High School have any of the following types of heritage language programs in your language?

[Select "Not applicable" if you did not attend High School in the U.S.]

	Yes -- and I participated	Yes -- but I did not participate	No	Not sure	Not applicable
Bilingual Education Program	☐	☐	☐	☐	☐
Foreign (World) Language Classes	☐	☐	☐	☐	☐
After school program	☐	☐	☐	☐	☐

Comments (if any)

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46. Does your college or university have any of the following types of language programs in your language?

[Select "Not applicable" if you have not attended college]

	Yes -- and I participated	Yes -- but I did not participate	No	Not sure	Not applicable
Foreign (World) Language Courses -- for non-natives	☐	☐	☐	☐	☐
Foreign (World) Language Courses -- for native speakers	☐	☐	☐	☐	☐
Informal courses on campus [e.g., offered by student organization]	☐	☐	☐	☐	☐

Comments (if any)

47. Were community-based heritage language programs available in the following places in areas where you lived (or currently live)?

	Yes -- and I participated	Yes -- but I did not participate	No	Not sure	Not applicable
At a public school site	☐	☐	☐	☐	☐
At a private school site	☐	☐	☐	☐	☐
At a Christian church	☐	☐	☐	☐	☐
At a Buddhist temple	☐	☐	☐	☐	☐
At the office of a community organization	☐	☐	☐	☐	☐
In a private home	☐	☐	☐	☐	☐

Other or Comments (if any)

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48. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
I am satisfied with my level of proficiency in my native/heritage language.	☐	☐	☐	☐	☐
I would like more opportunities to improve my proficiency in my native/heritage language.	☐	☐	☐	☐	☐
We need more Southeast Asian language programs and classes in K-12 schools, colleges and universities.	☐	☐	☐	☐	☐
We need more community-based Southeast Asian language programs.	☐	☐	☐	☐	☐
More Southeast Asian students would participate in these language programs if they were available.	☐	☐	☐	☐	☐

Comments (if any)

15. Higher Education Participation

Higher Education refers to education after high school, including colleges, universities, and technical schools.

* 49. Are you a current or former college, university, or technical school student?

☐ Yes

☐ No

Comments (if any)

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16. Southeast Asian American Higher Education Access and Opportunities

50. How much support and encouragement to attend college did you receive from the following people?

	Strong support and encouragement	Some support and encouragement	Little to no support or encouragement	Not applicable
Parent(s)	☐	☐	☐	☐
High school counselors/administrators	☐	☐	☐	☐
Teachers	☐	☐	☐	☐
Friends	☐	☐	☐	☐
Community organization	☐	☐	☐	☐
Religious organization	☐	☐	☐	☐

Others or comments (if any)

51. Who helped you with the college application process? (mark all that apply)

- ☐ Parent(s)
- ☐ Other family member(s)
- ☐ High school counselor/administrator
- ☐ Teacher
- ☐ Friend
- ☐ Community organization member
- ☐ Religious organization member
- ☐ No one -- I did it all on my own

Other(s) or comments (if any)

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52. How are you financing your college education? (Mark all that apply)

- ☐ Financial support from parent(s)
- ☐ Financial support from spouse or partner
- ☐ Financial support from other family member(s)
- ☐ Scholarships
- ☐ Student Loans
- ☐ Work study
- ☐ Personal savings
- ☐ Through working jobs while in college

Other(s) or comments (if any)

53. What obstacles, if any, did you experience in getting into college? Rate each on a scale of 1 (Not an obstacle) to 5 (Major obstacle)

	1 -- Not an Obstacle	2	3	4	5 -- Major Obstacle	Not applicable
Lack of information about college	☐	☐	☐	☐	☐	☐
Parent's lack of information about college	☐	☐	☐	☐	☐	☐
Parental lack of support	☐	☐	☐	☐	☐	☐
Cost of tuition and fees	☐	☐	☐	☐	☐	☐
Cost of books and materials	☐	☐	☐	☐	☐	☐
Living away from home	☐	☐	☐	☐	☐	☐
Transportation	☐	☐	☐	☐	☐	☐

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54. What challenges do you face in attending and staying enrolled in college?

	1 -- Not a challenge	2	3	4	5 -- Major challenge	N/A
Financial costs	☐	☐	☐	☐	☐	☐
Uncertainty about what to major in	☐	☐	☐	☐	☐	☐
Academic difficulty of courses	☐	☐	☐	☐	☐	☐
English language demands of courses	☐	☐	☐	☐	☐	☐
Understanding course reading assignments	☐	☐	☐	☐	☐	☐
Writing ability	☐	☐	☐	☐	☐	☐
Lack of advising to take the correct or best courses	☐	☐	☐	☐	☐	☐
Lack of child care	☐	☐	☐	☐	☐	☐
Balancing family, school, work, and social life	☐	☐	☐	☐	☐	☐
Lack of support programs (e.g., writing assistance, tutoring centers, counseling, etc.)	☐	☐	☐	☐	☐	☐
Feelings of isolation or loneliness on campus	☐	☐	☐	☐	☐	☐
Pressure to seek or focus on full-time work	☐	☐	☐	☐	☐	☐

Other or comments (if any)

17. Southeast Asian American Communities

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55. Within the Southeast Asian American communities you are familiar with, please rate the level of severity (on a scale of 1 to 5) of problems associated with the following social issues:

	1 -- Not a Problem	2	3	4	5 -- Major Problem	Don't know
Gang violence	☐	☐	☐	☐	☐	☐
Alcohol abuse	☐	☐	☐	☐	☐	☐
Drug abuse	☐	☐	☐	☐	☐	☐
Smoking	☐	☐	☐	☐	☐	☐
Teen pregnancy	☐	☐	☐	☐	☐	☐
Early marriage	☐	☐	☐	☐	☐	☐
High school dropouts	☐	☐	☐	☐	☐	☐
Domestic violence	☐	☐	☐	☐	☐	☐
Child abuse	☐	☐	☐	☐	☐	☐
Welfare dependency	☐	☐	☐	☐	☐	☐
Unemployment	☐	☐	☐	☐	☐	☐
Lack of job skills	☐	☐	☐	☐	☐	☐
Deportations of legal residents	☐	☐	☐	☐	☐	☐
Illegal immigrants from Southeast Asian countries	☐	☐	☐	☐	☐	☐
Lack of access to medical care	☐	☐	☐	☐	☐	☐
Lack of access to mental health services	☐	☐	☐	☐	☐	☐
Lack of role models	☐	☐	☐	☐	☐	☐
Lack of strong community leaders	☐	☐	☐	☐	☐	☐
Lack of strong community organizations	☐	☐	☐	☐	☐	☐
Lack of representation in local government	☐	☐	☐	☐	☐	☐

Others and/or Comments (if any)

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56. How often do you experience racial or ethnic discrimination?

- ☐ Frequently
- ☐ Occasionally
- ☐ Rarely
- ☐ Never
- ☐ Not sure

Please give examples, if comfortable

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57. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Southeast Asian Americans have made tremendous progress over the past 35 years since initial refugee resettlement.	☐	☐	☐	☐
Southeast Asian Americans maintain a strong sense of ethnic identity and cultural pride.	☐	☐	☐	☐
Proficiency in one's native language is essential for cultural identity.	☐	☐	☐	☐
There is a need for more leadership opportunities for Southeast Asian American youth and young adults.	☐	☐	☐	☐
Successful Southeast Asian Americans have a duty to give back to their communities.	☐	☐	☐	☐
There is a need for strong, local Southeast Asian American community organizations.	☐	☐	☐	☐
There is a need for strong, national Southeast Asian American organizations.	☐	☐	☐	☐

Comments (if any)

18. Conclusion

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Thank you for participating in this survey! At the completion of this study, results will be published in the Journal of Southeast Asian American Education and Advancement (www.jsaaea.org).

To give credit to your student organization for participation, please indicate your school in the box below (optional). This info will be kept confidential and results for individual campuses will not be reported.

If you have additional thoughts about your experiences with K-12 education, language programs, higher education, or community issues, please share them in the boxes below.

58. Name of your university, college or school: (optional)

59. Additional thoughts related to K-12 Education: (optional)

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60. Additional thoughts related to language issues and programs: (optional)

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61. Additional thoughts related to higher education issues: (optional)

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62. Additional thoughts related to community issues: (optional)

63. Please share any feedback you may have about this survey: (optional)