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HERITAGE LANGUAGE SCHOOLS IN THE U.S.:
ADMINISTRATION, SUSTAINABILITY AND SCHOOL OPERATIONS

by

Nan Wang

A DISSERTATION

Presented to the Faculty of
The Graduate College at the University of Nebraska
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Major: Educational Studies
(Educational Leadership and Higher Education)

Under the Supervision of Professor Marilyn Grady

Lincoln, Nebraska

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HERITAGE LANGUAGE SCHOOLS IN THE U.S.:
ADMINISTRATION SUSTAINABILITY AND SCHOOL OPERATIONS

Nan Wang, Ph.D.

University of Nebraska, 2017

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The Heritage Language School (HLS) is a unique type of non-governmental educational organization in the U.S. It was first established in the 1880s by immigrants, who wanted to pursue freedom and wealth in the U.S. As those descendants melt into U.S. culture over generations, the Heritage Language School undertakes the responsibility to connect immigrants' descendants with their heritage cultures and languages. The sustainability of heritage language schools affects the sustainability of heritage cultures in the U.S. Now heritage language schools flourish in all states in the U.S. To approach sustainability, administration in heritage language schools encounters various challenges. With limited previous study of heritage language school sustainability, the study, as an exploratory study, employs Mixed-Methods Research (MMR) to explore the factors affecting heritage language school sustainability from an administrative perspective. The study unfolded results through three research questions, which guided the entire study: What is heritage language school sustainability? Whether the four variables: administration, teacher professionalism, funding, and public support significantly affect sustainability, and if so, how? How can the findings of this study apply to the practice? The study solicits quantitative data from eighty-eight respondents in 21 states and qualitative data from twenty-three administrators of the 88 respondents from seventeen heritage language schools. It reveals that all four variables significantly affected heritage language school sustainability. By longitudinal analyzing the qualitative

data, the study discovers the correlations between each dependent variable and heritage language school sustainability, and inter-correlations among the four variables. By the end of the study, it depicts a distinct picture of how to operate an existing or new established heritage language school in the U.S. to approaching sustainability.

Key words: Heritage language school, sustainability, administration, teacher professionalism, funding, public support

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TABLE OF CONTENTS

LIST OF TABLES	vii
LIST OF FIGURES	viii
CHAPTER 1	1
INTRODUCTION.....	1
Background	1
Statement of the Problem	2
Purpose of the Study	3
Research Questions	4
Significance of the Study	4
Assumptions, Limitations, and Delimitations	5
CHAPTER 2	6
LITERATURE REVIEW	6
The Beginning of Heritage Schools	7
The Survival and Development of Heritage Language Schools	10
Chinese Heritage Language Schools.	11
Japanese Heritage Language Schools (JHLS).	15
Korean Heritage Language Schools.	16
Hindi-Urdu Heritage Language.	16
The Challenges Encountered by Heritage Language School Administration.....	18
Management in the Sustainability of Non-profit Organization.....	21

CHAPTER 3.....	25
METHODOLOGY	25
Explanatory Sequential Mixed Methods Approach	26
Research Questions	29
Research Model.....	29
Methods of Data Analysis	32
Participants	33
CHAPTER 4.....	39
QUANTITATIVE AND QUALITATIVE FINDINGS OF.....	39
CORRELATIONS AMONG SUSTAINABILITY AND THE FOUR	
INDEPENDENT VARIABLES	39
Quantitative Findings	39
Qualitative Findings	43
What Heritage School Sustainability Is.....	44
How Administration Affects Sustainability of a Heritage School	45
How Teacher Professionalism Affects Sustainability	71
How Funding Affects Sustainability	77
How Public Support Affects Sustainability.....	84
CHAPTER 5	106
QUANTITATIVE AND QUALITATIVE FINDINGS OF INTERCORRELATIONS	
AMONG FOUR INDEPENDENT VARIABLES	106
Administration and Teacher Professionalism	107
Teacher Professionalism and Public Support.....	114

Teachers Professionalism and Funding	115
Public Supports and Funding	115
Summary	116
CHAPTER 6	117
OTHER ELEMENTS AND CHALLENGES	117
Elements Affecting Sustainability of Heritage Schools	117
Challenges of Heritage Language Schools.....	118
CHAPTER 7	123
CONCLUSION	123
Foundation of Administrative Framework.....	125
Vital Positions in Administration.....	130
Management Emphases.....	132
For-Profit Language Schools in China.....	133
Limitation of the Study and Future Research.....	134
References	136
Appendix A Qualtrics Survey	147

LIST OF TABLES

Table 1 Chinese Heritage Schools' Development.....	14
Table 2 Funding Resources and Expenditures of Heritage Language Schools.	78
Table 3 Curriculum Provided in Heritage Language Schools	81
Table 4 Teacher Training Programs Provided by Other Organizations	96
Table 5 Extracts About Supports for School Facilities.....	99
Table 6 Activities Heritage Language Schools Held	102
Table 7 Invitational Activities for Heritage Language Schools.....	104

LIST OF FIGURES

Figure 1 The Explanatory Sequential Design of The Study	28
Figure 2 Reliability Statistics of the Sustainability Survey	30
Figure 3 Variables Entered in the Survey	31
Figure 4 Case Processing Summary of the Sustainability Survey	34
Figure 5 Distribution of Survey Takers' Source by Percentage (of 88)	34
Figure 6. Basic Information of Participants in the Qualitative Interviews	36
Figure 7 Statistics of Survey Responses	39
Figure 8 Model Summary of the Qualtrics Survey	40
Figure 9 ANOVA Results of Sustainability Survey in Qualtrics	41
Figure 10 Coefficient Results of the Sustainability Survey	42
Figure 11 Quantitative Results in Heritage Language School Sustainability	43
Figure 12 Descriptive Average Lengths of Board Members in Twelve Heritage Language Schools.....	49
Figure 13 Hierarchy 1. School With Board of Directors	54
Figure 14 Hierarchy 2a. Board of Local Community Organization Serves as Umbrella .	59
Figure 15 Hierarchy 2b. Board of Local Community Organization Assigning the School Board	61
Figure 16 Hierarchy 3. Heritage Language School as an Educational Program in Church	63
Figure 17 Hierarchy 4. Heritage School Serves as an Umbrella Organization.	65
Figure 18 Hierarchy 5a. School with Campuses in Lead-Member Relationship	67
Figure 19 Hierarchy 5b. Large-Scale Heritage School With Subsidiary Campuses	68

Figure 20 Hierarchy 6. For-Profit Heritage Language School	69
Figure 21 Components of Teacher Professionalism by Administrators Interviewed	74
Figure 22 Supports From PTA/PTO	87
Figure 23 External Supports to Heritage Language Schools	93
Figure 24 Tuition Transitions of College Credit Program.....	98
Figure 25 Correlations Among Variables	106

CHAPTER 1

INTRODUCTION

Background

This study was designed to explore elements affecting the sustainability of heritage language schools or heritage schools. To understand the study, it is fundamental to understand the definitions of "heritage language school" or "heritage school," and "sustainability" (What is Sustainability, n.d. What Is Sustainability and Why Is It Important, n.d., and Sustainability, n.d.). The word "heritage," according to dictionaries (Frequently Asked Questions Pertaining to Heritage Schools, n.d., and Heritage, n.d.), originally means the material properties or spiritual properties passed down by ancestors in the family. A heritage language school is the school providing learning opportunities of a certain language and its culture, which is not endemic to the local community: for example, an English school in China for children from English-speaking countries, or a Chinese school in the U.S. for descendants from Chinese immigrant families. "Sustainability," according to Brudtland Commitment (1987), includes three aspects: economic retention and development, continuous, responsible social system, and environmental sustainable development.

Heritage language schools (HLS) as independent educational institutions have operated in the U.S. for more than 130 years, from the earliest Chinese heritage schools, German heritage schools and Japanese heritage schools established in 1880s, until the flourishing of schools in other heritage languages in modern times, such as Korean, Indian, French, and Turkish heritage schools. Heritage language schools register as members in their own associations, such as the Korean Schools Association of Northern

California (KSANCA) (Korean Schools Association of Northern California, n.d.), the Chinese Schools Association in the United States (CSAUS) (CSAUS, n.d.), and the German Language School Conference (GLSC) (I. n.d.). As non-government supported organizations, heritage language schools have undertaken the responsibility of heritage language education for immigrants' descendants and the public for more than a century. However, there has not been sufficient research about heritage language schools in the United States, nor mention of how this kind of institute has sustained.

Statement of the Problem

The researcher previously volunteered as the principal in a local Chinese heritage school which had operated intermittently for more than 30 years. The Chinese heritage school was established and registered as a non-profit organization by a Taiwanese family in 1983; the initial objective was to provide Chinese language and cultural enrichment classes to Chinese-American descendants in the community. The first generation of Chinese immigrants did not want their descendants to forget their heritage. The school offered classes on Sundays only. On classroom observations and participation in school operation, the researcher found three main issues that affected sustainable development of the Chinese heritage school: 1. None of the teaching staff had teaching experiences, or training in pedagogical strategies. 2. The school had an unstable administrative team, and 3. Student enrollment declined in language classes after fifth grade.

Administrators and teachers were all volunteers in that Chinese heritage language school. None of them could promise to serve the school over the long-term. Because teachers' positions were not stable, the principal took charge of teacher recruitment, prepared for teacher attrition, and simultaneously recruited new staff. All the principal's

time was dedicated to teacher issues. Above the principal, there was a chairman on the executive committee, who originally organized the executive committee and took charge of finance. On the executive committee, besides the chairman and principal, there was a vice principal, a secretary, a treasurer and a parent-teacher organization (PTO) leader. There were no bylaws that governed the board of directors, or that supervised school operation. Because of the unstable and inexperienced staff, student enrollment gradually declined.

Whether the heritage school's mission is to pass on traditional language and cultures, or to sustain immigrant identity, heritage languages and cultures are essential components of U.S. cultural and historic traditions. There has been little research on heritage language school sustainability in the U.S. As the number of heritage schools has increased in the U.S., what administrators need to know to achieve sustainable development of heritage schools is increasingly important.

Purpose of the Study

The subjects in this study were administrative staff from heritage language schools in the U.S. In this mixed methods study, the researcher began to explore answers to the questions, What are important considerations in operating a heritage school in the U.S.? and How can a heritage school be made sustainable in the long term? Lessons derived from this study will help to establish the fundamentals of a sustainable Chinese heritage school in the U.S.

By generating perspectives from administrators who have served in heritage language schools (HLS) in the U.S., I explored influences of administration, teacher professionalism, funding and public support that affected heritage language school

sustainability, as well as challenges in operating sustainable language school development. Other factors affecting HLS sustainability were also detected.

Research Questions

This study is intended to answer the following research questions: What are the common characteristics of sustainably developed heritage schools in the U.S.? Although the World Commission on Environment and Development (WCED) emphasized that the important components (Brundtland, 1987) of sustainable development were based on the perspectives of inter-generational needs and intra-generational needs (Michelsen, Adomßent, Martens, & Von Hauff, 2016), how do the commonalities of the administrators' views align with the key features that impact the sustainability of heritage schools' development in the U.S.? How do administrators perceive key features that impact the sustainability of heritage schools in the U.S.?

Significance of the Study

This study has both practical significance and academic significance. Maintaining cultural ties has been essential for immigrant families as they have established themselves in new cultural communities; cultural continuity and identity has been important to their descendants as they navigate a multicultural country. Heritage language schools took the responsibility of cultural inheritance and play an irreplaceable role. Data generalized from administrators in heritage language schools will benefit all heritage language schools in the U.S. on the topics of administration, teacher cultivation, funding and public support. In education, heritage schools have unique organizational models. These models have been derived from the fields of education, non-profit management, and for-

profit/business management. Limited research has been conducted on heritage schools.

This exploratory study will highlight issues in heritage school sustainability and develop a framework for future researchers to build upon.

Assumptions, Limitations, and Delimitations

Because this is an exploratory study, there are many limitations and delimitations.

Subjects in this study were administrators from various heritage language schools throughout the U.S. The findings of this study were based on voluntary responses from the participants. The sample size of the respondents, as well as the cultural variations of subjects limit generalizability of the study in relation to all heritage language schools.

CHAPTER 2

LITERATURE REVIEW

As U.S. immigration rates have increased, the demand for access to heritage language programs has increased. In addition to heritage language programs in public schools, the number of community-based heritage language schools in the U.S. has increased dramatically. Heritage language schools have assumed responsibilities not only to protect and transmit authentic heritage languages (Kim, 2011) and cultures to the descendants of immigrants; they have also established bridges between mainstream culture and heritage cultures. Simultaneously, heritage schools in the U.S. have experienced innovations in development, and with those innovations, heritage schools have encountered many challenges in school sustainability and development.

The history of heritage schools in the U.S. dates to the 1880s, from which we can trace the roots of the first German heritage language school (Ludanyi & Liu, 2011), the first Chinese heritage language schools (Chao, 1997), and the first Japanese heritage language school (Chinen, Douglas, & Kataoka, 2013). Among the highly diverse heritage schools in the U.S., some are newly established and modern, such as Turkish heritage language schools (Uludag, 2011). Other heritage schools have been preserved but their number has rapidly dwindled, such as French heritage language schools (Lasserre, Lamplugh, & Liu, 2012) and Spanish heritage schools (Zamora, 2013). Some heritage schools have not only persisted, but have managed sustainable intergenerational development over centuries, such as Chinese heritage schools (Lu & Kornhaber, 2013), Japanese heritage schools (Doerr & Lee, 2009), and Hindi-Urdu heritage schools (Kulkarni, 2013).

This chapter provides the foundation of the general development of heritage schools in the U.S. Three sections form the foundation of the study: the beginning of heritage schools, sustainable development of heritage schools, and the challenges heritage schools face in 2017.

The Beginning of Heritage Schools

Heritage schools or heritage language schools continue to play important roles in sustaining the continuity of authentic heritage languages and cultures of U.S families who claim ethnic identities (Chao & Chang, 1996). This section provides a chronological map of the establishment of heritage schools in the U.S. The first heritage institutions date to the 1880s. The first community-based German heritage language school was established in 1874 in Boston (Ludanyi, & Liu, 2011). The first Chinese heritage school in Los Angeles, California was established in 1882 (Wang, 1996). The first Japanese heritage language school on Maui, Hawaii was established in 1895 (Chinen et al., 2013).

Immigrant community groups, like the German, Chinese, and Japanese populations in the 1880s, developed their own schools in order to protect ethnic education and culture, and to counter historic oppression. In addition, it was not uncommon for large groups of immigrants to form neighborhoods, villages, or towns. Thus, German language or Chinese language schools were not considered to be “heritage schools.” Instead, they were simply the community schools that taught an academic curriculum in a language that was not English. After World War I, German immigrants encountered “Germanophobia” in the U.S., which was primarily a political response to the global devastation of WWI. Prevented from continuing traditional education in families’ native languages, the first Saturday German Heritage Schools in Boston and New York were

established to teach the German language to the school-aged children of families of German descent. After WW II, the number of German heritage language schools increased and the enrollment reached 7,000 till 2010 as estimated (Ludanyi & Liu, 2011).

The establishment of Chinese heritage schools was the result of earlier and dire political conditions. In the late 1880s, the United States government issued a series of racial discrimination laws (Wang, 1996). Those laws not only excluded Chinese immigrants from the right to a public education, but also forbade citizenship. Restricted to live in Chinatown areas, children descended from Chinese immigrant families needed educational institutions to enable them to find jobs in Chinatowns or in China. The first full-time Chinese heritage schools took the responsibility and were established in Chinatowns in the 1880s by the Chinese immigrant communities in California (Cheng, 2012).

Japanese heritage schools were founded by Pacific residents in Hawaii in 1895 (Chinen et al., 2013). Japanese heritage language schools expanded through 1924, when immigration restriction laws were enacted, and further immigration into the U.S. was prohibited (Chinen et al., 2013) Japanese immigrants felt the need to teach their children Japanese in order “to promote the communication between Japanese-speaking parents” and their next generation (Chinen et al., 2013, p.2). Japanese heritage schools and German heritage language schools were primarily Saturday schools.

Other heritage language schools founded in the 1900s included Korean heritage language schools, Hindi-Urdu heritage schools, Turkish heritage schools and French heritage schools. Similar to Japanese heritage schools, Korean heritage language schools were first founded in 1906 as community-based, Saturday schools (You, 2011). Because

most Korean immigrants were Christians, Korean heritage schools were mostly operated by Korean Christian churches (You, 2011).

Another growing Asian ethnic heritage community has been served by Hindi-Urdu heritage language schools. Although there is no official record of the first Hindi-Urdu heritage school (Kulkarni,2013), because of the Immigration and Nationality Act of 1965, many highly-educated scientists and engineers were encouraged to immigrate to the U.S. Their second, and even third generations often have wanted to learn Hindi-Urdu so that they might “travel back to India or Pakistan” independently, or to answer the need to “better understand the Bollywood movies” and pop music (Kulkarni, 2013, p.3) The young generations have been encouraged to study languages in Hindi-Urdu heritage schools.

Other heritage schools, such as Turkish heritage schools and French heritage schools are relatively recent. The first Turkish heritage school, called Ataturk, was established in 1971 in New York. Ataturk was sponsored by the American Turkish Women’s League. Uludag (2011) observed that Turkish immigrants tend to “protect their identity and pass it to the next generation” (p.1). Therefore, as the number of Turkish immigrants increased, the number of Turkish heritage schools grew in direct proportion to population growth. Unofficial estimates indicate that as of 2011, there were approximately 40 Turkish heritage institutions in the U.S. (Uludag, 2011). The support from Turkish organizations, including the American Association of Teachers of Turkic Language (AATT), and the Turkic American Alliance (TAA) also contributed to the rapid development of Turkish heritage schools.

The first French heritage schools were established in the 1980s. According to Lasserre et al. (2012), the number of French heritage schools/programs and French

classes in public schools has decreased, even though the French American Culture Exchange (FACE) has successfully sponsored French Heritage Language Programs (FHLP) in metro cities. French heritage schools are similar to other community-based heritage schools; however, French heritage schools are distinguished from other heritage schools by their students' characteristics. In most heritage schools, students generally are descended from that heritage culture, but in French heritage schools, most students "are not French speakers from France." Instead, they are more often of Haitian and African descent (Lasserre et al., 2012, p.4). The identities of the students determine the teaching materials of culture classes. Lasserre et al. (2012) noted that "the material taught is based on the unique cultures of the students in each classroom" (p.4).

Like French heritage schools, the number of Spanish heritage schools has decreased as well. However, the reason for this decrease is because the number of U.S. public schools that offer Spanish language curriculum has increased. The community-based Spanish heritage program is called Escuela Bolivia/Argentina, primarily offering classes in East Coast communities. The Escuela Bolivia/Argentina schools are primarily after-school programs and weekend schools whose purpose has been to educate Spanish speakers with literacy skills (Zamora, 2013). According to the Pew Hispanic Center (2007), there are "42 million Hispanics in the United States" whose first language is Spanish (Zamora, 2013, p.2). As the Hispanic population has grown, public schools in the U.S. have frequently offered Spanish as the basic foreign language class.

The Survival and Development of Heritage Language Schools

Chinese heritage schools, Japanese heritage schools, and Korean heritage schools have survived and sustainably grown and developed in the U.S. for more than 100 years.

Hindi-Urdu heritage schools also have established a sustainable development model in the U.S. The following section provides a detailed description of their development.

Chinese Heritage Language Schools. The development of Chinese heritage language schools (CHLS) has not been smooth. Their evolution has been marked by three distinct waves (Table 1): Training for survival (late 1880s-WWII), traditional cultural inheritance (1949-late 1980s), and preparing to be competitive (1990s-present) (Chao, 1997).

The first generation of Chinese immigrants were uneducated laborers and peasants who came to the U.S. before the Gold Rush in late 1840s, according to Salyer (1995), and in the 1850s, for railway construction on the West Coast. Most of the immigrant came from Guangdong province, where Cantonese was the predominant language. Even though the first immigrant population were laborers, many of them were quite successful and became entrepreneurs. However, a wave of anti-Chinese emotion grew within the U.S. electorate. In late 1880s, the United States issued a series of racial discrimination laws (Wang, 1996), which, as noted above, excluded Chinese immigrants from educational opportunities, and forced them to live in Chinatowns. These laws were: the Nationality Act of 1870, the Page Law of 1875, and the Chinese Exclusion Act in 1882. To ensure that the descendants of Chinese immigrant families would be able to find jobs in Chinatowns or back in China, the first full-time Chinese Heritage Language Schools (CHLSs) were established in Chinatowns in the 1880s by the first Chinese immigrants in California (Cheng, 2012). At that time, China was ruled by the Qing Dynasty, a feudal system. The then-Emperor provided funding to build full-time schools for Chinese descendants in the U.S. By the beginning of World War II, there were more

than 50 CHLSs in Chinatowns in Los Angeles, New York City, San Diego, Chicago, Minneapolis, Washington D.C. and New Orleans. Because most Chinese immigrants were from the Guangdong area, the instruction language in CHLSs was Cantonese (Wang, 1996).

In 1949, the People's Republic of China (PRC) began its socialism construction period. Some immigrant professionals returned to PRC to support its development. However, between 1966-1976, the Cultural Revolution occurred in China, and people from Mainland China were restricted from travelling abroad. The American federal government issued the Immigration and Nationality Act in 1965. In 1980, the 96th United States Congress enacted United States Refugee Act 1980, which was as an amendment to the Migration and Refugee Act of 1962 (Anker, and Posner, 1981). After 1947, children from Chinese immigrant families had the right to go to public schools (Kuo, 1998), thus many CHLSs became weekend schools to conduct supplementary education. Many professionals and skilled workers, who were born in mainland China but had grown up and were educated in Hong Kong and Taiwan, immigrated to the U.S. Due to the Cultural Revolution's restriction policy, there seemed no hope for their descendants to return to Mainland China. Therefore, to inherit the ancestral heritage of China, Chinese immigrants were the main support to CHLSs in the second wave. The instructional languages consisted of Cantonese and Taiwan Putonghua. All CHLSs used traditional characters in printed literature. By the late 1980s, even though there was only a minor increase of the number of students (a 15% increase), there were nearly 300 schools throughout the U.S. The schools were located both in Chinatowns and in areas near universities. In addition to language classes, the CHLSs also offered culture-related

curriculum, such as Chinese classic calligraphies, Chinese arts, folk dances, Guoyue, martial arts, ping pong, Kongzhu, Chinese chess, and other courses.

President George H. W. Bush signed the Immigrant Act of 1990. Simultaneously, China was experiencing its first economic reform, Gai Ge Kai Fang. The two events contributed to the third wave of CHLS development (Lu & Kornhaber, 2013). As increasing numbers of professionals and students from Mainland China came to the U.S., the purpose to establish CHLS had changed. Parents from Chinese-American families sent their children to CHLSs to prepare them to be competitive in the future, and to smooth connections with the human resource environment in China (Chao & Chang, 1996).

Even though some CHLSs still use traditional characters as the printed literature curriculum, most CHLSs use simplified Chinese or a combination of both in their printed literature. Instead of Cantonese, the instructional language has been changed to Putonghua in all CHLSs in the U.S. (Wang, 1996). There are two associations in the U.S., the Chinese Schools Association in the United States (CSAUS), and the National Council of Associations of Chinese Language Schools (NCACLS), which exist in order to provide support to the sustainable development of CHLSs. The Chinese School Association in the U.S. (CSAUS) was established in 1996. By 2016, the number of CSAUS member schools had grown to 528 (CSAUS, n.d.), most founded by immigrants from Mainland China. NCACLS was established in 1994. By 2016, NCACLS had 360 member schools, most founded by immigrants from Taiwan, China (Lu & Kornhaber, 2013).

Table 1 Chinese Heritage Schools' Development

The Development of Chinese Heritage Language Schools in the U.S.					
<u>Waves</u>	<u>Reasons</u>	<u>Purpose</u>	<u>Student source</u>	<u>Curriculum</u>	<u>Locations</u>
1 st Wave (mid1880s - WWII)	Nationality Act of 1870, the Page Law of 1875, and the Chinese Exclusion Act (1882)	To survive from racial discrimination, CHLSs trained children to find a job in Chinatown or in China	Descent from uneducated laborers and peasants	Cantonese Language, Full-time School, Applying public school curriculum	>50 schools in Chinatowns in Los Angeles, New York City, San Diego, Chicago, Minneapolis, Washington D.C and New Orleans
2 nd Wave (1949-late 1980s)	Immigration and Nationality Act in 1965, Immigration Law 1970-1975, and Cultural Revolution in China (1966-1976)	To inherit ancestral heritage	Descent from professionals and skilled workers from Hong Kong and Taiwan	Cantonese and traditional characters based, weekend schools	Around 300 schools, besides Chinatown, suburban areas and metropolitan areas close to universities
3 rd Wave (1990s- present)	Immigrant Act of 1990	To be bilingual, more opportunities to compete in the future	Descent from professionals, and students from mainland China	Chinese Putonghua, simplified Chinese characters, fine arts, classic Chinese cultural arts, and sports	About 800 schools besides China town, suburban areas and metropolitan areas close to universities

(Chao, T. H., & Chang, 1996; Chao, 1997; Wang, 1996; Kuo, 1998; Cheng, 2012; Lu, & Kornhaber, 2013).

Japanese Heritage Language Schools (JHLS).

Japanese heritage language schools (JHLS) have existed for more than 100 years in the U.S. Similar to the three waves that represented CHLS experiences, there was a three-step evolution of Japanese heritage language schools (JHLS): JHLS before WWII, JHLS after WWII, and Japanese supplementary schools (JSS) (Chinen, Douglas, & Kataoka, 2013). As was mentioned in the previous section, the aim to establish JHLSs before WWII was to “promote the communication between the Japanese-speaking parents and their children” (Chinen et al., 2013, p.2). Thus, the students were Japanese Americans who might use Japanese at home. The curriculum for them was the Japanese heritage language (JHL). After WWII, the third- and fourth- generations of Japanese Americans were completely immersed in the English-speaking U.S. society and no longer knew how to speak Japanese. Therefore, the focus of curriculum of JHL in JHS was changed to Japanese as a foreign language (JFL).

The first JSS in the U.S. was established in 1958, with the goal of providing formal Japanese public school education to children of the employees working overseas. Therefore, when the employees’ families returned to Japan, their children could re-enter Japanese public schools (Chinen et al, 2013). JHLS is a successful sustainably developed heritage school system in the U.S. According to Chinen et al. (2013), the Japanese schools’ success was based on five criteria: 1. Faculty collaboration between JHS and college by the California Association of Japanese Language Schools (CAJLS); 2. The CAJLS credit test, 3. The JHL program in JSS; 4. The American Association of Teachers of Japanese (AATJ) founded special interest Group in JHL, and 5. “Research-based scholarly work on JHL schools” (p.7).

Korean Heritage Language Schools.

By 2011, there were 1,200 registered Korean heritage language schools (KHLS) and a total U.S. student enrollment of 60,000 (Lee & Shin, 2008; You, 2011). Unlike the CHLS and JHLS, Korean heritage schools are not widely recognized (You, 2011). KHLS in the U.S. are supported by the National Association for Korean Schools (NAKS), located in Washington, D.C., and the Korean School Association in America (KSAA), located on the West coast. NAKS was committed to developing a curriculum of Korean language and culture for KHLSs, and KSAA focused on developing teacher training sessions (Zhou, & Kim, 2006). Both NAKS and KSAA were committed to SAT II Korean examination study and development (You, 2011).

Hindi-Urdu Heritage Language.

Hindi-Urdu heritage language schools (HUHLS) have primarily been affiliated with temples or other religious centers. They can receive donations as non-profit organizations. Even though HUHLS do not have support from home countries, the National Security Language Initiative (NSLI) endorses HUHLS with STARTALK programs that provide high-quality summer programs to students in HUHS (Kulkarni, 2013). The language flagship program provides a national support for HUHS students' learning Hindi-Urdu, called Hindi-Urdu Flagship (HUF) (University of Texas at Austin, 2017). HUF aims to "change the way Americans learn languages" (University of Texas at Austin, 2017, Line 6) and provide Hindi-Urdu courses to students in grades 9 through 16. Therefore, Hindi-Urdu heritage schools benefit from the HUF, and focus on teaching K-8 students with consistent textbooks and curriculum to meet the needs of HUF.

POSDCORB (Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting) is the common content of administration in all fields (Marume, Jubenkanda, & Namusi, 2016). Most heritage schools are non-profit organizations, which are founded and mainly supported by parents (Liao & Larke, 2006). Parents establish the school, elect the principal, work as part-time teachers in the school, and in some heritage schools, parents form the board of directors. According to Chao and Chang (1996), there are two primary types of administration in heritage schools: schools without boards of directors, and schools with boards of directors.

In the schools without boards of directors, the principal is the center of power. In the human resources sphere, the principal decides on the treasurer, vice-principal, secretaries, and teaching staff. There are four areas that the principal needs to deal with: academic instruction, general affairs, finance, and registration (Lu & Kornhaber, 2013). In academic instruction, the principal designs the curriculum, evaluates teaching practice, and offers teaching assistance, such as classroom facilitation, textbooks, and recruiting substitutes. In general affairs, the principal is responsible for security, facilities, public relations, and Sunday affairs. The principal is also the person to schedule the payroll and accounts payable for all staff, as well as organize students' registration before a new semester starts (Lu & Kornhaber, 2013).

The other administrative type is a school with a board of directors (Chao & Chang, 1996). There are two kinds of boards of directors within this type. One is the board of directors belonging to the affiliated non-profit organization. This kind of hierarchy is based on the funding type or resource. For heritage schools, the most common funding resource is tuition. However, the tuition fees are usually too limited to balance the daily expenditure.

Another funding resource is donations. In order to legally accept donations, a heritage school must file the 501(c) form to register as a non-profit organization (Wang, 1996). When registering to be a non-profit organization, the heritage language school must have annual revenue of more than \$5000. A benefit of a non-profit organization is that it does not need to pay taxes on income over \$5000 every year (Exemption Requirements - 501(c)(3) Organizations, n.d.). If the annual revenue of a school does not meet the \$5000 minimum, but the heritage school still needs to accept donations, it can be affiliated to a different non-profit organization, such as a church, or an affiliated local service association. Once the school becomes affiliated with the non-profit organization, the organization then needs to establish an advisory committee to be a formal consultant to the school. This committee then is on an equal footing with the principal in function and power (Chao et al., 1996). Besides the advisory committee, a parent association is another parallel administrative mechanism, along with the principal. The parent association, comprised primarily of the parents who send their children to the school, often provides support for the principal's routine work. The other type of board of directors is comprised of parent representatives from classes. The representatives are responsible to elect the principal, and the principal takes charge of monitoring and managing school events (Chao et al., 1996)

The Challenges Encountered by Heritage Language School Administration

The challenges may be distilled into two considerations: 1. Teacher professionalism, and 2. Funding and public support. Weerawardena, McDonald, and Mort (2010) noted that the administration in “the socially entrepreneurial non-profit

organizations requires the ability to balance competing dimensions of the task to achieve harmonious integration and strategic focus between mission and money” (p.351).

Teacher Professionalism. All heritage language schools in the U.S. encounter a lack of professional teachers in the school. The issue of teachers’ professionalism is embedded in inconsistent printed literature and curriculum (Liu, 2010), inconsistency with public school conventions (Cheng, 2012) and inconsistent strategies to motivate students (Wu, Palmer & Field, 2011) in teaching language as either a heritage language or a foreign language, and the lack of motivating strategies.

Using Chinese heritage language schools (CHLS) as an example, from the first wave of the development of CHLSs in the U.S. until the mid-1880s, teachers who worked in CHLSs were often full-time employees, but often had no relevant education background (Wu et al, 2011). After WWII, when the CHLSs became supplementary education institutions, teaching staff was mostly parents (Wang, 1996). The instructional languages were Cantonese in Chinatown areas and Mandarin in university areas, but the printed literature was in traditional Chinese. When increasing numbers of professionals and students from mainland China immigrated to the U.S. after the 1990s, the teaching staffs in CHLSs consisted of three groups of people: parents, college volunteers, and students from education majors who needed teaching experience (Curdt-Christiansen, 2006).

When teaching Chinese as a heritage language, they would apply their previous school experience in China to the students in Chinese heritage schools. For instance, in the exam-driven education system in China, the cramming teaching method is widely used to let students absorb large amounts of information in a short term (Xiang, 2004).

However, the cramming learning does not contribute to long-term memory nor enhance students' comprehension of the knowledge (McIntyre, & Munson, 2008).

As Lawton and Logio (2009) noted, many Chinese heritage schools offer teaching Chinese as a foreign language (CFL) to English-speaking Chinese-American students and other native English speakers. The teaching strategies in the CFL curriculum are driven to align with the conventions of public school instruction (Cheng, 2012). Even though the CFL teachers, as native Chinese speakers, teach pragmatic Chinese to foreign language students, the cramming strategies they apply decreases students' learning interests.

Like in Chinese heritage language schools, the issue of teaching professionalism emerged in other heritage schools in the U.S. Administrators, as leaders in multicultural environments, need to have multicultural empathy-- as do the teaching staff-- because heritage language schools are established to improve communication and eliminate misunderstandings among diverse cultures. Administrators in heritage language schools should act as cultural interpreters to build up efficient personal networks and enable integration of the school team into other cultures in the society (Mäkilouko, 2004).

Public Support and Funding. To pursue sustainable development, administrators in heritage schools have needed to consider collaborations with external partners. When talking about the sustainable development of a nonprofit organization, almost all administrators raised the difficulties of pursuing economic stability, since all heritage schools encounter the lack of funding. (Kulkarni, 2013). As Weerawardena et al. (2010) explained, the absence of strategic funding may cause unexpected changes to non-profit organizations. For example, a heritage school may pay more attention to raising funds rather than teacher training or curriculum design due to insufficient funding.

However, although non-professional teachers may accept a lower rate of payment, the quality of service in heritage education may be greatly reduced.

A heritage school may need more innovative strategies when soliciting and accepting donations. Weerawardena, et al. (2010) questioned whether cost saving had an impact on the service that non-profit organizations are supposed to provide. He found that administrators needed to be farsighted in their managerial decision-making to achieve organizational financial sustainability. When Japanese heritage language schools offered JFL curriculum to English-speaking Japanese-American as well as to native English speakers, one common concern was the lack of curricula adapted to a multicultural developmental environment (Chinen et al., 2013, p.4), specifically designed for foreign language learners (Lawton & Logio, 2009).

Heritage schools could be an indispensable social power in sustaining the cultural diversity in the U.S. The sustainable development of heritage schools is an urgent issue. However, there are no studies on the sustainability of heritage schools in the U.S. The next section contains a review of studies on sustainability of nonprofit organizations.

Management in the Sustainability of Non-profit Organization

Sustainability or sustainable development refers to future inter- and intra-generation needs (Michelsen et al., 2016). In the United Nations General Assembly in 1987, Gro Harlem Brundtland, the chairman of the World Commission on Environment and Development (WCED), defined sustainable development as, “the development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Brundtland, 1987, p.16). Dyllick, and Muff, (2016) pointed out that organizations defined sustainability differently. Generally, sustainability has focused

on three aspects: environment, society and economy (Dyllick, & Muff, 2016). However, to a heritage school that is a nonprofit organization (NPO), sustainability means the heritage school provides consistent and quality programming and services to the correspondent (Weerawardena et al., 2010).

Attributes of a NPO. There are three basic types of organizations: public, for-profit and non-profit organizations. Christensen, Lægreid, Roness, and Røvik (2007) illustrated how public organizations have concentrated on more comprehensive criteria and values, which have included democratic considerations and constitutional values. For-profit organizations, as Rojas (2000) and Renz and Herman (2016) explained, focus on individual successes in career growth, promotion of personal finance and commercial profits for businesses development. All three types of Public organizations and for-profit organizations have shareholders, which differ from non-profit organizations. Decisive shareholders in public organizations are politicians, policy-makers and representatives in the private sector, and public organizations have been instruments to integrate their multi-attitudes (Andrews and Beynon, 2016). For for-profit organizations, to meet the needs of stakeholders is the operating goal (Andrews and Beynon, 2016).

Non-profit organizations, defined as “residual economy entities” (Anheier, 2006, p.47), are recipient institutions of charitable donations (Schwenk 1990). Qualified non-profit organizations are required to register 501(c)(3), which endues non-profit organizations with the exemption of taxation and the privilege of tax deduction for individual donors and corporation donors (Exemption Requirements - 501(c)(3) Organizations, n.d.) As Moore (2000) stated, the revenues that non-profit organizations take are from the sources other than customers. Additionally, by registering 501 (c)(3), non-profit organizations are restricted from involving any forms of political elections and

campaigns, and the revenue made by non-profit organizations cannot be allocated to its stakeholders, such as its owners, managers (Bryce, 2017). From the perspective of structural-operational, non-profit organizations must have the characteristics of institutional-reality, non-governmental, self-governing, non-profit distributing, and voluntary (Anheier, 2006). However, the significance that non-profit organizations meet is from the social goal they carried out (Moore, 2000).

Heritage language schools in the U.S. as NPOs have met an important societal goal, which is to pass on the heritage languages and cultures to the community. As Weerawardena et al. (2010) illustrated, a NPO “pursues a mission that is neither financially sustainable using a FPO business model, nor for which there is public support sufficient to move government to action and the expenditure of taxpayer funds” (Hansmann, 1980; Weerawardena et al, 2010, p.347). Part of the revenue in a NPO is donations, leading to NPO reliance on outside sources of funding. Dependence on outside funding illustrates challenges of management of NPOs. Operating a NPO is different from a public organization. In FPO, shareholders allocate the surplus revenue; in contrast, surplus NPO revenue cannot be allocated to shareholders. As Hansmann (1980) explained, NPO is “an entity that is legally prohibited from disbursing profits to shareholders or managers” (Weerawardena et al., 2010, p.347). Achieving organizational sustainability forces NPOs to achieve financial sustainability and be proactive in all their operational decisions to achieve greater operational efficiency in managing the NPO (Weerawardena et al, 2010). Between them, the financial sustainability is “the ability to maintain financial capacity over time” (Sontag-Padilla, Staplefoote, & Morganti, 2012, p.2). Managing the NPO refers to a unique management to balance the operations and the funding, and the ability to survive from the competitive environment of capital.

Even though the capital allocation in NPOs differs from FPOs, management in nonprofit organizations needs to flexibly adopt entrepreneurial strategies (Weerawardena et al, 2010), which aim at establishing sustainable organizations. Letts, Ryan, and Grossman (1997) stated that it is necessary for administrators in NPOs to attend to future development of NPOs and establish efficient networks with the early funders for prospective funding. Administrators in NPOs need to continually seek new opportunities for sustainable development of the organizations (Weerawardena et al, 2010). Simultaneously, administrators in NPOs are like multicultural leaders who are supposed to have the ability to create synergetic alliances with staff members, (Mäkilouko, 2004), enhance harmonious integration and reduce the conflicts, strategically concentrate on mission and money, and guarantee sustained operations, to achieve profitability. (Weerawardena et al., 2010). This theory was confirmed by Guthrie, Ball, and Farneti (2010). Guthrie et al. (2010) also noted that it is necessary to apply sustainable management for NPOs in modern society. However, even though stable and long-term sources of funding positively supported sustainable development of a NPO (Weerawardena et al., 2010), it is not easy for a NPO to stay relevant as an organization (Weerawardena et al., 2010).

Financial outcomes in NPOs have been the means to accomplish social responsibilities. Administrators in NPOs must be aware that a nonprofit's ability to pursue its social mission is indistinguishable from its financial sustainability (Sontag-Padilla, Staplefoote, & Morganti, 2012).

CHAPTER 3

METHODOLOGY

Diversity is an important part of the multi-ethnic immigrant society in the United States. Heritage schools play critical roles in protecting ethnic languages and cultures that are important to the sense of belonging for immigrants and immigrant identity. For administrators in heritage schools, sustainable development is a constant subject. However, there is limited research on the sustainability and operation of heritage schools in the U.S. To explore the elements essential to sustainable development in heritage schools, I analyzed quantitative data, and used a phenomenology model to identify novel aspects of the phenomenon (Subedi, 2016).

There are three key rationales for using Mixed Methods Research (MMR) in the study: The MMR assisted the researcher to reveal and understand the nature and traits of the phenomenon of sustainability of heritage schools (Brown and Hale, 2014). Quantitative data collected through survey questionnaires provided numerical correlations in multivariate statistics, and the multivariate analysis provided both explanatory and predictable results to Null Hypotheses. Responses established through quantitative results led the researcher to collect narrative data, using interviews to highlight experiences and respondents' interpretation of experiences. Qualitative data analysis strengthens quantitative results. Mixed methods research allowed an extensive scope as well as more sophisticated data analysis of the problem from two different perspectives (Creswell, 2015a; Almalki, 2016).

According to Plano Clark, et al. (2016) and Greene, Caracelli, and Graham (1989), a qualitative interview is a means to uncover relevant and detailed conclusions derived from quantitative methods to better inform questions in qualitative methods. The

combined methods enhance the depth of data analysis, interpretations of data, and the results (Collins, Onwuegbuzie, & Sutton, 2006; Plano Clark & Ivankova, 2016).

There are designs in mixed methods. I used the *Explanatory Sequential Mixed Methods Approach* (Creswell, 2013; 2015b) with first phase quantitative method and second phase qualitative inquiry. As an exploratory study, I employed mixed methods research to reveal the key elements to guarantee sustainability of heritage schools in the U.S. In the following section I introduce three aspects of the study: explanatory sequential mixed method approach, methods of data analysis, and participants.

Explanatory Sequential Mixed Methods Approach

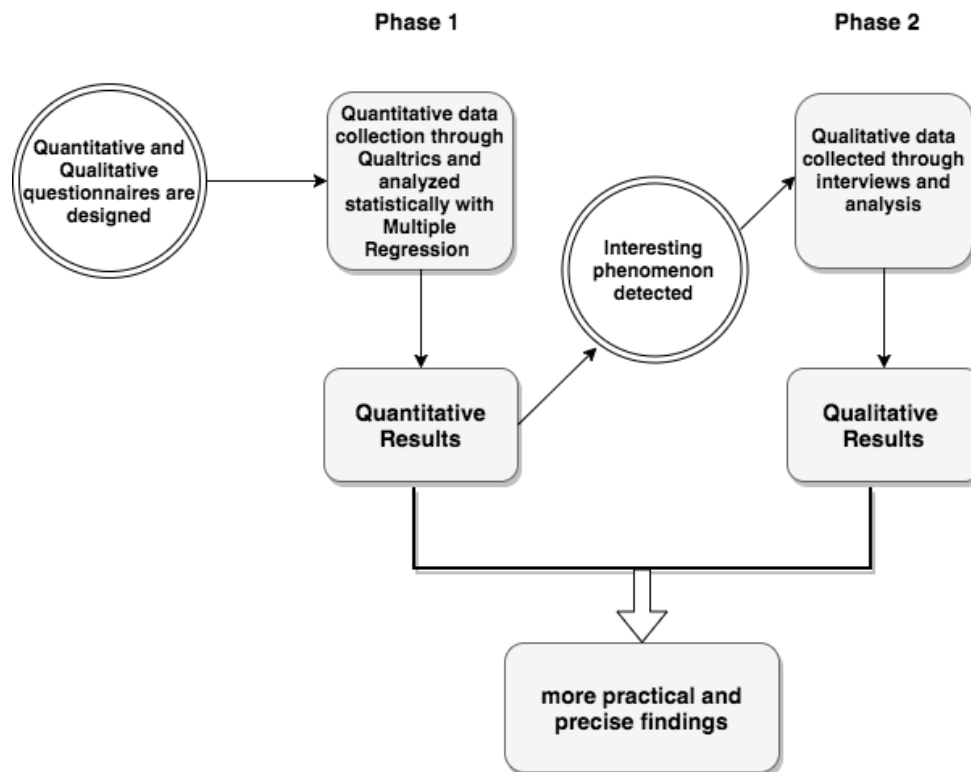
Creswell (2015b) observed that the explanatory sequential design begins with a quantitative method and implements a qualitative method in the second phase. In that way, the second phase can elaborate on the statistical results (Plano Clark & Ivankova, 2016). Plano Clark and Ivankova (2016) have observed that the explanatory sequential design is straightforward and simple to implement by a single researcher because of the chronological sequence of two strands (Creswell & Plano Clark, 2011; Ivankova, Creswell, & Stick, 2006; Morgan, 2014; Morse & Niehaus, 2009; Plano Clark & Ivankova, 2016). Morse (1991) highlighted the advantage of the design that provides an opportunity for the researcher to explore the quantitative results in further detail, especially the expected results turned up from a quantitative strand (Morse, 1991).

The study was designed with two phases (Figure 1): quantitative data collection and analysis and qualitative data collection and analysis. Creswell (2013) recommended that the researcher “collects quantitative data in the first phase, analyzes the results, and then uses the results to plan the second, qualitative phase” (p.224). In explanatory

sequential design, because the quantitative results indicated the types of participants and questions to be purposefully selected for the qualitative phase, the follow-up qualitative interviews contribute to the interpretation of quantitative responses (Creswell, 2013). Creswell (2015a) also indicated, based on quantitative results, qualitative results could provide a further explanation of important variables, and the “outlier cases from the quantitative results”(Creswell, 2015b, p.38). In that way, the two phases build on each other.

The first phase in *the explanatory sequential design of the study* (Figure 1) was *Sustainability Survey* on Qualtrics.com (Appendix A), which was modified from *Program Sustainability Assessment Tool v2* (Washington University, 2013). The responses were analyzed through statistical regression analysis. The second phase was follow-up interviews as qualitative inquiry. The qualitative data was analyzed with the theoretical coding method. Ultimately, the data collected from the quantitative surveys (Dawson, 2017) and the data collected from qualitative interviews (Miles, Huberman, & Saldaña, 2014) were analyzed. Qualitative results strengthened the interpretation of the quantitative survey responses.

Figure 1 The Explanatory Sequential Design of The Study (modified from Creswell, 2013; Creswell, 2015b; Seidman, 2013 and Plano Clark et al., 2016)



The first phase included the modified *Sustainability Survey* as a quantitative survey on Qualtrics.com. The numerical questionnaire data were collected through Likert Scales (Dawson, 2017) in the survey. By asking respondents to what degree they prioritized a sequence of statements, Likert Scales measured the correlation among variables “that cannot be directly measured” (Dawson, 2017, p.3). Options in the Sustainability Survey ranged from “not important” to “very important,” on a 1 to 5 scale. The quantitative data was analyzed by regression with SPSS. Based on the statistical results, I conducted follow-up in-depth qualitative interviews (Josselson, 2013; Seidman, 2013) of participants who were willing to be interviewed in order to further explore the

subject of the research. The inquiry phases were based on the hypotheses and research questions.

Research Questions

The guiding research question of the study was: how to achieve sustainability for heritage language schools in the United States? To determine the answer, there were two sets of sub-questions: null hypotheses and questions for the in-depth interview.

Null hypotheses on the sustainability of heritage school in the U.S. were:

Ho1. Administrators have no effect on a heritage school's sustainability

Ho2. Teachers' professionalism has no effect on a heritage school's sustainability

Ho3. Funding has no effect on a heritage school's sustainability

Ho4. Public support has no effect on a heritage school's sustainability

Research questions for in-depth interviews:

1. What effect do administrators have on a HS's sustainability?
2. What effect does teachers' professionalism have on a HS's sustainability?
3. What effect does funding have on a HS's sustainability?
4. What effect does public support have on a HS's sustainability?

Research Model

Based on the four null hypotheses, I developed a multi-item Likert Scales survey in Qualtrics.com. The survey contained five scales for each item. The reliability of the survey was .913 (N of items=25) (Figure 2). As Dawson (2017) stated that as long as the Likert Scales has good reliability and validity, the scale would interpret the successive

measurement of the distinct items in a digital way, and the ultimate score for extraversion would “resemble an interval” (p.5).

Figure 2 Reliability Statistics of the Sustainability Survey

Reliability	
<u>Cronbach's Alpha</u>	<u>N of Items</u>
.913	25

Heritage school administrators were recruited to take the survey. The survey was designed to collect heritage school administrators' views on the essential elements that could guarantee sustainability in heritage school operations. The modified survey contained 25 individual items of four independent variables: Administration, Teachers' Professionalism (TeacherPro), Funding, and Public Support (PubSupport) in Figure 3. At the end of the survey, respondents were asked to voluntarily provide their contact information if willing to participate in a follow-up interview. Respondents who were willing to participate in the follow-up interviews were contacted, either by phone calls or emails, to confirm the interview time and location, and whether the interview would be online or face-to-face.

Figure 3 Variables Entered in the Survey

Variables Entered/Removed^a			
<u>Model</u>	<u>Variables Entered</u>	<u>Variables Removed</u>	<u>Method</u>
1	Administration TeacherProf ^b Funding PubSupport	.	Enter

a. Dependent Variable: Sustainability

b. All requested variables entered.

In the quantitative phase of the study, the variables entered in the survey to test their correlations with the dependent variable, sustainability, were: Administration, TeacherProf, Funding and PubSupport (Figure 3). There were no removed variables.

The second phase was a follow-up in-depth interview. The interview is a common qualitative data collection method. Its purpose was to acquire particular information on how people interpret their experiences (Merriam and Tisdell, 2016) . As Seidman (2013) stated, an interview would discover “the significance of language to inquiry with human beings” (p.8). At the origin of the in-depth interview, I apprehended the experience of other people and the significance “they make of that experience” (Seidman, 2013, p.9). The interview questions were categorized and developed based on the scale questions and statistical results of the quantitative surveys.

An interview, according to Seidman (2013) and Butcher (1902), is a way for subjects to process their stories, and to understand their personal stories from the distance of time. The inquiry interview reveals answers to the research question by providing in-depth deliberation on the quantitative results. The interview questions were primarily open-ended questions. The interviews were face-to-face or online based on the

interviewees' preference. The researcher used two ways of audio recording and taking notes to record the data. The methods of data analysis for the study included: quantitative data analysis and qualitative data analysis.

Methods of Data Analysis

There were two kinds of data collected in the study: quantitative data and qualitative data. For each kind of data, different analysis methods were applied.

Quantitative data analysis. For the quantitative portion of the study, multiple regression of inferential analysis was used to explain the correlation among one dependent variable and multiple independent variables (Xiao, 2009). In the coefficient result from the regression model in the study, the dependent variable was Sustainability. The four independent variables were administration, teacher professionalism, funding, and public support (Figure 3). The regression of inferential analysis could predict the change between the dependent variable and multiple independent variables. The model of the Multiple regression equation was: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n + \varepsilon$ (Rawlings, Dickey & Pantula, 2001; Xiao, 2009). Of the equation, Y and X are both vectors, β_0 is a constant, $\beta_1 \dots \beta_n$ were regression coefficients, and ε was error. As Xiao (2009) pointed out, because the regression equation presented linear correlation among dependent variables and independent variables, it was predictable to estimate the correlation between the change of independent variables (Administration, Teacher Professionalism, Funding and Public Support) and the change of the dependent variable (Sustainability) in the study.

Qualitative data analysis. Qualitative data were collected through two approaches, audio recordings and jottings. The fundamental coding method in the study

was *Two Cycle Coding* method (Miles, Huberman, & Saldaña, 2014). In the first cycle coding process, codes were primarily categorized to the data chunks (Saldaña, 2013; Miles, Huberman, & Saldaña, 2014) in ways of *Values Coding* and *In Vivo Coding* (Miles, Huberman, & Saldaña, 2014). Saldaña recommended the use of values coding in order “to capture and label subjective perspectives” (2013, p. 14). In vivo coding describes the data using the participant’s original records (Saldaña, 2013). Pattern coding was used in second cycle coding.

Participants

There are two phases to the explanatory sequential research. I developed a quantitative survey on *Qualtrics.com* and recruited administrators participants from heritage schools in the U.S. through group emails to heritage schools associations. The recruited administrative staff were from heritage schools including Chinese heritage schools (<http://www.csaus.net/manage/start-school.asp>), Japanese heritage schools (http://www.sf.us.emb-japan.go.jp/itpr_ja/education.html), Hindi-Urdu heritage schools (<http://telugusamiti.org>), Korean heritage schools (<http://www.koreanschoolca.org/staff.php>) and German Heritage schools (<http://www.germanschools.org/Schools/List.htm>). As Dillman (2007) indicated, questionnaires collecting information in all administrative areas in an organization were considered by administrators in each organization. The researcher sent 340 email invitations to principals, members of boards of directors, members in executive committees. Sixty five valid data from 88 responses on *Qualtrics* (total 88, excluded 23, valid 65. Figure 4). As Plano Clark et al. (2016) reminded, one of the limitations of the

explanatory sequential design is “the challenge of recontacting participants in the second follow-up strand” (p.122).

Figure 4 Case Processing Summary of the Sustainability Survey

Case Processing Summary		
	<u>Number</u>	<u>Percentage</u>
Valid	65	73.9
Excluded ^a	23	26.1
Total	88	100.0

a. Listwise deletion based on all variables in the procedure.

Figure 5 Distribution of Survey Takers' Source by Percentage (of 88)

Geographical Source of Survey Takers					
<u>State</u>	<u>Participants (Percentage)</u>	<u>State</u>	<u>Participants (Percentage)</u>	<u>State</u>	<u>Participants (Percentage)</u>
AZ	8 (9.1%)	MA	5 (5.7%)	NJ	1 (1.1%)
CA	4 (4.5%)	MD	6 (6.8%)	NY	17 (19.3%)
CT	5 (5.7%)	MI	5 (5.7%)	OH	3 (3.4%)
DC	3 (3.4%)	MN	2 (2.3%)	PA	4 (4.5%)
GA	1 (1.1%)	MO	6 (6.8%)	TX	2 (2.3%)
IL	3 (3.4%)	NC	1 (1.1%)	VA	1 (1.1%)
KS	3 (3.4%)	NE	5 (5.7%)	WA	3 (3.4%)

Figure 5 is the distribution of survey takers' source in 21 states. A protocol was embedded in the Qualtrics survey. All participants signed the protocol before taking the online survey. The protocol protected the right of participants. According to the protocol, all data reported in the study were anonymous. At the end of the Qualtrics survey, survey takers were asked to provide their contact information if they were willing to take a follow-up inquiry interview. Twenty-eight respondents agreed to be interviewed either in person or online. By confirming the interview time, 23 interviewees (Figure 6) from 17

heritage schools were successfully interviewed, one from a Japanese heritage school, and the rest represented Chinese schools. from Chinese schools. Their positions were principals, vice principals, members from boards of directors and members from executive committees. Therefore, in second phase of the qualitative interview, participants were people who provided contact information in the first phase.

Figure 6. Basic Information of Participants in the Qualitative Interviews

<u>Name</u>	<u>Years of Being an Administrator</u>	<u>School Founding Year</u>	<u>Current Size (age range)</u>	<u>The Number of Teachers (Turnover rate %)</u>	<u>Elements affecting sustainability</u>
1001	4	1993	390 (4-16)	35 (8.57%)	Administration
1003	2	1986	65 (6-15)	11	Parents
1005	5	1951	160 (5-14)	35	Teachers
1006	3	1995	450 (4-15)	55 (15%)	Parents
1007	4	1993	330-350 (5-45)	62*	Funding and professional teachers
1008	2	2010	120 (5-16)	9	Teaching quality
1009	7	1998	1600 (5-15)	53 (2%)	High-quality teacher team
1010	5	2004	700 (4-13)	48	Teaching quality and school culture
1011	4	1978	70 (5-adult)	13	Principal and teachers
1012	3	2010	>100 (4-14)	6	Political and economic environment
1013	2	2004	650 (5-18)	70 (10%)	High-quality education and administration
1014	6	1979	200 (5-adult)	30	Administration
1015	10	2003	250-300 (3-16)	16	Funding
1016	7	2008	100 (4.5-16)	9	Administration
1017	10	2004	>100 (5-15)	15	High-quality teachers
1018	12	1996	300-400 (4-18)	>50 (20%)	Teachers, administration and public supports
1019	10	1972	>500 (3-18)	50 (5%)	Professional teachers
1020	20	1998	>1000 (4-18)	85* (10%)	Public support, teachers and administration
1021	>10	1997	700 (5-adult)	65	High-quality teaching

1022	4	1997	700 (5-adult)	65	Teachers
1023	4	1997	700 (5-adult)	65	School culture
1024	20	1979	160 (5-18)	30	Administration
1025	2	2007	30-40 (5-16)	6	Education and administration

* the number of teachers from language and enrichment classes.

As it was illustrated in Figure 6, the heritage language schools in the study had been established for between seven and to 66 years. The earliest heritage school was established in 1951, and the most recent heritage school was established in 2010. The lengths of service of interviewed administrators were from a minimum of two years to a maximum of 20 years. Enrollments ranged from 30 to 1600 students, and students ages ranged from three years to adult. The number of teachers ranged from six to 85.

Teachers' annual turnover rate was from the minimum of zero to a maximum of 20%. Nine (39%) of administrators selected "administration" as the element affecting their schools' sustainability. Fourteen (61%) of administrators took "high-quality teachers" as the element affecting their school sustainability. Two (9%) of the administrators took "funding" as the element affecting their schools' sustainability, and Four (17%) of administrators took public support as the element affecting their school sustainability. There were other elements detected in the study that administrators took as affecting heritage school sustainability. Two (9%) administrators selected were school culture and political and One (4%) considered the economic environment affected school sustainability.

Findings of the study are demonstrated in next three chapters. Because all participants were not native English speakers, to improve people's English for readability, I adjusted interviewees' answers in Findings. Chapter Four displays quantitative and

qualitative findings of correlations among sustainability and the four independent variables. Chapter Five is quantitative and qualitative findings of intercorrelations among the four independent variables, and Chapter Six is about other elements affecting heritage school sustainability.

CHAPTER 4

QUANTITATIVE AND QUALITATIVE FINDINGS OF

CORRELATIONS AMONG SUSTAINABILITY AND THE FOUR

INDEPENDENT VARIABLES

Quantitative Findings

Elements affecting heritage school sustainability. In the Qualtrics survey (Appendix A), four independent variables emerged were Administration, Teacher Professionalism, Funding and Public Support. The Qualtrics survey received 88 responses; 74 responses were valid. The statistics of the responses are presented in Figure 7 and the validity of the Survey model demonstrates in Figure 8.

Figure 7 Statistics of Survey Responses

		Statistics				
		<u>Sustainability</u>	<u>Administration</u>	<u>TeacherPro</u>	<u>Funding</u>	<u>PubSupport</u>
N	Valid	74	73	73	73	74
	Missing	14	15	15	15	14
Mean		4.0996	4.4027	4.2353	3.9007	3.8146
Std. Deviation		.50928	.54517	.54176	.78477	.91677
Minimum		3.00	2.60	2.70	1.75	1.33
Maximum		5.00	5.00	5.00	5.00	5.00

Figure 7 illustrates the relationship between sustainability - the dependent variable – and the four independent variables, administration, teacher professionalism, funding and public support. The mean values of all variables are all greater than 3.8, indicating that all variables are positive and effective on central tendency. Low standard deviation values (close to zero) indicated the data points inclined to mean values, which were also expected values. There were 15 unanswered questions in the independent variables of administration, teacher professionalism and funding; therefore, 73 responses were valid. Regression was used to test the correlations between sustainability and the four independent variables. R-squared statistic was used to test the model to prove how close the data fit in regression line. Figure 8 is the result of the model summary.

Figure 8 Model Summary of the Qualtrics Survey

Model Summary									
<u>Model</u>	<u>R</u>	<u>R Square</u>	<u>Adjusted R Square</u>	<u>Std. Error of the Estimate</u>	<u>R Square Change</u>	<u>Change Statistics</u>			<u>Sig. F Change</u>
						<u>F Change</u>	<u>df1</u>	<u>df2</u>	
1	.999 ^a	.999	.999	.01761	.999	14255.202	4	68	.000

a. Predictors: (Constant), Public Support, Administration, Funding, TeacherProf

In the model summary of the survey (Figure 8), the values of the coefficient of determination R Square in the model do not equal to zero, which indicates the dependent variable is linear for all four independent variables. The σ_{est} is .01761, which means the model's predictability error is less than .02. F change equals to 14255.202, $df_1=4$, $df_2=68$, P value equivalent to .000. P value indicates the model is significant.

The study used ANOVA to test the validity of the regression model (Figure 9).

The correspondent validity in ANOVA of this is significant. All four independent variables were significant (Figure 10).

Figure 9 ANOVA Results of Sustainability Survey in Qualtrics

ANOVA ^a					
<u>Model</u>	<u>Sum of Squares</u>	<u>df</u>	<u>Mean Square</u>	<u>F</u>	<u>Sig.</u>
Regression	17.687	4	4.422	14255.202	.000 ^b
Residual	.021	68	.000		
1 Total	17.708	72			
a. Dependent Variable: Sustainability					
b. Predictors: (Constant), PubSupport (=Public support), Administration, Funding, TeacherProf (=Teacher Professionalism)					

Figure 10 Coefficient Results of the Sustainability Survey

Coefficients ^a						
	<u>Model</u>	<u>Unstandardized Coefficients</u>		<u>Standardized</u>	<u>t</u>	<u>Sig.</u>
		<u>B</u>	<u>Std. Error</u>	<u>Beta</u>		
1	(Constant)	-.001	.020		-.049	.961
	Administration	.196	.004	.215	44.044	.000
	TeacherProf	.405	.005	.442	83.886	.000
	Funding	.158	.003	.250	47.493	.000
	PubSupport	.241	.003	.446	86.813	.000

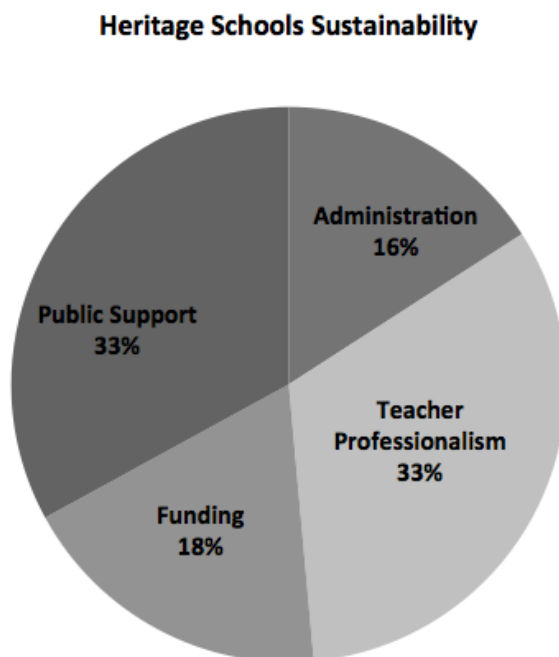
a. Dependent Variable: Sustainability

The results indicated that all four null hypotheses were rejected. Therefore, Administration, Teacher Professionalism, Funding and Public Support all significantly affected heritage school sustainability. In Figure 10, the Beta values indicated the percentage of correlations between the four independent variables and heritage school sustainability. Administration had a 16% effect. Teacher Professionalism had a 33% effect. Funding had an 18% effect, and public support had a 33% effect on heritage school sustainability. Figure 11 indicates the pie chart of the correlations based on the percentage values.

The pie chart of Figure 11 was based on the quantitative results of coefficients. It demonstrated the extent of effect that four independent variables took on heritage

school sustainability. In the section of qualitative findings, administrators specified how each independent variable impacted the sustainability of heritage schools.

Figure 11 Quantitative Results in Heritage Language School Sustainability



Qualitative Findings

Administrators from 17 heritage schools accepted follow-up interviews and explained their perspectives on what sustainability meant to heritage schools, and how heritage language schools could achieve sustainability. The qualitative data collected were classified into four categories: concept of heritage school sustainability, how the four independent variables affect heritage school sustainability, the inter-correlation among the four variables, and other elements affecting heritage school sustainability. In this section, the qualitative findings revealed how each element affects heritage school sustainability. The qualitative findings were comprised of four parts: How administration

affected sustainability of a heritage language school; How teacher professionalism affected sustainability of a heritage language school; How funding affected sustainability of a heritage language school, and how public support affected sustainability of a heritage language school.

What Heritage School Sustainability Is

Sustainability in a non-government supported organization is related to environmental influence (Sambhanthan, Potdar & Chang, 2017). Hopkins, Townend, Khayat, Balagopal, Reeves, and Berns (2009) determined that each company had its own concepts of sustainability. Administrators reported that sustainability of a heritage school meant a sustainable growth of the school. Besides operating the main business, the organization grew simultaneously (1005). The sustainable growth included three aspects: student enrollment, parental and organizational support of the school, and a stable economic growth (1015, 1003, and 1020). Schools that did not grow merely survived (1015).

To achieve (sustainability), I think since the school does not receive any public funding, nor donations. It all depends on tuition, so I think it is important that you have to survive financially. If you cannot survive financially, you cannot sustain. (1020)

The quantitative findings indicated that all four elements significantly affected heritage schools' sustainable growth. Participants in the qualitative interviews agreed that all four independent variables were related, supported and inseparable. As Interviewees 1013 and 1016 explained, to achieve sustainability, it was necessary to integrate variables into the school operation. Administrator 1013 noted that when a heritage language school provides high quality education with multiple options of curriculum, students and parents

were willing to go to the school; if administrators actively collected students' and parents' feedback, that feedback would contribute to school operation in the future. Administrator 1016 also emphasized that if a HLS had a strong administrative team, it would establish a preeminent school reputation, which benefited the school with a growth of support from parents and the community. "(Once parents and community) give positive comments (on the school), (the) public (will) see what the school has done," (1016).

How Administration Affects Sustainability of a Heritage School

"(A stable) executive team is very important (in the school operation). Only the executive team is stable, then teaching (will be) stable, the whole school operation (will be at least) eighty percent stable." -- Administrator 1009

The quantitative results of the study indicated that administration significantly affected heritage school sustainability ($\beta = .215$), which meant administration had a 16% effect on heritage school sustainability. Participants in the follow-up interviews commented on the impact that administration played in heritage school operation. According to the qualitative data, there were two aspects on the effects: 1. A heritage school needed a stable administrative team in the school system. The administrative team was supported by a set of bylaws as the foundation of a school operation and a clear hierarchy in the heritage school organization. 2. There was a relationship between a stable administrative team and enrollment growth. In the following section, I will explain administrator responses to the roles of administrative teams, bylaws, and hierarchies; and the relationship of stable administrative teams and enrollment growth.

A stable administrative team. The administrative system is vital in a school's sustainability. All interviewees asserted that a stable administrative team ensured the sustainable development of the school, e.g. "The school is volunteer-based. (To guarantee the) sustainability, we need a stable management team" (1001); "(We need a) united team, cooperated, strong team"(1016); "The system is very important (in the sustainable development), the board of directors, principal, accountant(s), and teachers...Administration (is the) essential element (in the sustainability)" (1014); "A school needs a stable business model, (in that way,) it guarantees a stable operation." (1023). Thus, a stable management system includes two essential elements: bylaws and hierarchy. As administrator 1020 observed, boards of directors and bylaws were as important as executives to the sustainability of a heritage language school.

Bylaws in heritage schools. To ensure a stable administrative team, schools needed a stable and strong school system. Heritage school administration systems included three elements: bylaws, hierarchy (1020), and school culture (1023). I explored the function of bylaws, models of hierarchies in heritage schools and cultures established in heritage language schools.

Of the 17 heritage schools, 16 (94%) had their own bylaws. One school did not have bylaws but school leaders established the school with an agreement, which stipulated the length of term of the administrator. All administrators acknowledged that their schools were established based on rules in the organization, and their schools were operated under the rules. Bylaws enhanced the stability of administrative teams. Most bylaws created a consistent operation of the school by defining responsibilities and obligations of administrators, stipulating length of term of decision makers, and providing solution to predictable issues in school operation. Most participants spoke

highly of the importance that bylaws played in the school operation. There were also different perspectives detected from the collected data. Some administrators found bylaws made at beginning of school establishment were not relevant to contemporary situations. The following extracts from interviews explained the details of those two aspects.

Because heritage schools were mostly volunteer-based, bylaws could guarantee the consistent operation in generations, e.g. “(it stipulates) voting rights. It determines who can make fundamental changes,” (1010). “A standardizing system is very important.” Administrator 1007 explained, in that way, “no one can refuse to perform (in) the system.” Administrator 1020 explained that the implementation of bylaws ensured a school with consistent rules, missions and structure.

The bylaws solidified the organizational structure by defining responsibility of administrators, the operational procedures administrators should follow, and the relationships among each subsidiary administrative teams, e.g. “ It defines the responsibilities of administrators” (1015); “(It has) the definition of members” (1003); “ Principal takes the responsibility (of operating the school), the board of directors take the responsibility of supervising (school operation)” (1009); “(It defines) partnership, the distinct rules of arrangement in (responsibility and) profit among stockholders” (1008)), and obligations of parents, e.g. “(The bylaws stipulate) requirements to parents, (especially) their obligations,” (1007).

Bylaws included school framework. As administrator 1001 stated, a school included by bylaws defined administrative members’ duties and responsibilities, the procedure of election. Besides the defined duties mentioned above, administrator 1019 said that bylaws were a vital strategy in heritage school administration. Administrator

1021 explained that there would be deficiency in bylaws, and the board of directors had the right to specify the amending items. She emphasized that bylaws were the guideline, basic policy and direction for school operation.

The length of term stipulated in bylaws reinforced consistency. The lengths of term of administrators varied among heritage schools. Twenty-three respondents were from 17 heritage schools. Fourteen out of 17 heritage schools had boards of directors. Twelve out of 14 heritage schools had their own boards of directors (Figure 12). Two of 14 schools were directed by the board of their local community organizations serving as umbrella institutions (Hierarchy 2, Figure 14 and 15).

Figure 12 Descriptive Average Lengths of Board Members in Twelve Heritage Language Schools

<u>Name</u>	<u>The number of directors</u>	<u>Term length of president (years)</u>	<u>Maximum Length (years)</u>	<u>Term length of members (years)</u>	<u>Maximum Length (years)</u>	<u>Term length of the principal (years)</u>	<u>Maximum Length (years)</u>
1001	Nine	3	9	3	9	n/a	n/a
1003	Eight	2	8	2	8	No term limitation	No term limitation
1005	Fifteen	No limitation	No limitation	No limitation	No limitation	2	4
1006	Nine	2	4	2	4	2	4
1007	Eleven	3	6	3	6	Not member	Not member
1009	Eight	2	6	2	6	2	6
1013	Five	No limitation	No limitation	No limitation	No limitation	No limitation	No limitation
1014	Thirteen	3	6	3	6	4	No limitation
1015	Ten	No limitation	No limitation	No limitation	No limitation	No limitation	No limitation
1018	Five	2	6	2	6	2	6
1019	Fifteen	2	2	2	2	No limitation	No limitation
1021	Nine	2	6	2	6	2	6
Average	9.75	2.33	7.89	2.33	7.89	2.33	5.2

As shown in Figure 12, board of director membership ranged from five to fifteen individuals. Three (13%) administrators believed that the number of the directors on the board should be comprised of odd numbers greater than ten. In that way, there were more perspectives explained during board meetings, and the voted result was more impartial

than five or seven. As administrator 1014 agreed, because there were 13 members on the school board she served on, once there was a proposal, members would come up with their standpoints, which led to a relatively unprejudiced decision.

The average number of directors on school boards was 9.75. The length of term of president of school, board president, and board membership on school boards ranged from two years to permanent appointments. The average term length of the president of the board was 2.33 years. The average maximum length of the board president was as long as the average maximum length of board members, 7.89 years.

Two HLSs borrowed the hierarchy structure of local public school districts in their administrative structure. The HLS that administrator 1019 served was in that condition. The turnover rate of board members in that HLS was every two years. Because there were 15 members on the board, seven board member positions open in one year and eight positions open the next. Administrator 1019 defined the turnover process as “seven up and eight down,” thus there would never be 15 new members on the board simultaneously. The HLS that administrator 1020 served had a nine-member board of directors. They had one replacement annually, because each term was two years and each member could reapply for another two times. In that way, special interest groups on the board were eliminated and protected the consistency of policy implementation.

High turnover was in part due to the stressful obligation of administrative positions in heritage schools, e.g. “Because (the school operation basically relies on) parents’ voluntary (support). There is a lot of work to operate (in) the (heritage) school” (1001); “(The school) has board of directors. They are voluntary. (If they are) willing to devote (their time and efforts), they will remain the status of board members” (1021). Others’ turnover was because of the instability of administrators’ resident status, e.g.

“Members at present, if they don’t move, they are always the board members...Because board members need to move due to job transferring, we may have a member turnover” (1015). Even though bylaws stipulated terms that board members and principals served in heritage schools, some administrative teams had unlimited terms, e.g. “Averagely, board members are very stable. It should be zero turnover rate” (1015); “So far all board members remain as members since they join the board” (1013).

As Figure 12 demonstrated, the length of the principal’s term was from two years to an indefinite appointment. The maximum term of the president on the school board was also from two to indefinite. The average principal served 2.33 years, and the average maximum term for a principal was 5.2 years. Even though the term was the same for administrators, the variation of administrators’ retirement prevented inconsistency of school management, e.g. “There is one year difference of retirement between the president of the board and the principal... in this way, it guarantees not all new people in the administrative team” (1006); “Each year, there is one or two members retiring, and new members join in (the board). In this way, it won’t affect the operation of the school” (1009). To enhance the consistency of governance, administrators recorded policies in documents for future committee members, e.g. “We have done every document as specific as we can. Since the turnover rate of the board and executive team is relatively high in every three years, it is better to keep all documentary work (for next administrative group)” (1007).

In Figure 12, three of 14 schools did not establish permanent appointments for board presidents. One school had no term limit for any board member. Six schools did not create term limits for their principals. One school, even though its bylaws stipulated terms that principals could serve, in fact the principal served the school for more than 20

years. Schools run by principals who did not have term limits operated more consistently. One respondent said, “Principal in (the) Chinese school differs from regular school. (Chinese school) is a weekend school, so it will benefit school if (the) principal is permanent.” Although the average principal’s service was 7.89 years, many heritage schools still encountered a high principal turnover rate. Administrator 1001 explained, “The frequency of replacement is very high. Many a time, no one wants to be the principal.”

Bylaws also functioned as a rulebook in school operations, such as when there were issues in need of resolution. Administrators agreed rules in bylaws are a handbook for solving problems in school operation, e.g. Administrator 1018 stated, “our school bylaws are relatively rigorous, therefore, till now, (we have solved) all issues based on the bylaws. (Rigorous rules) are very important.” Administrator 1024 said, “the school is in a benign development, (because any issues were) solved following the rules... our bylaws were made (in a) meticulous (way).”

There were also different perspectives towards bylaws. For instance, bylaws were necessary when administering a non-profit organization, but the rules in the bylaws conflicted with reality, for instance, administrator 1023 said, “(We have to) discuss how to amend bylaws, (since) school has changed a lot, what we thought was good (when school was established), varied years after.” (1023). Administrator 1023 revealed the reality that it was parents that supported the heritage language school, but bylaws only stipulated board members’ responsibilities. Three administrators did not regard bylaws as useful in problem-solving when dealing with confrontations with the board in legal procedures. They believed that administrators’ abilities to be self-regulated and cooperative with other administrators were significant in school management, e.g. “ the

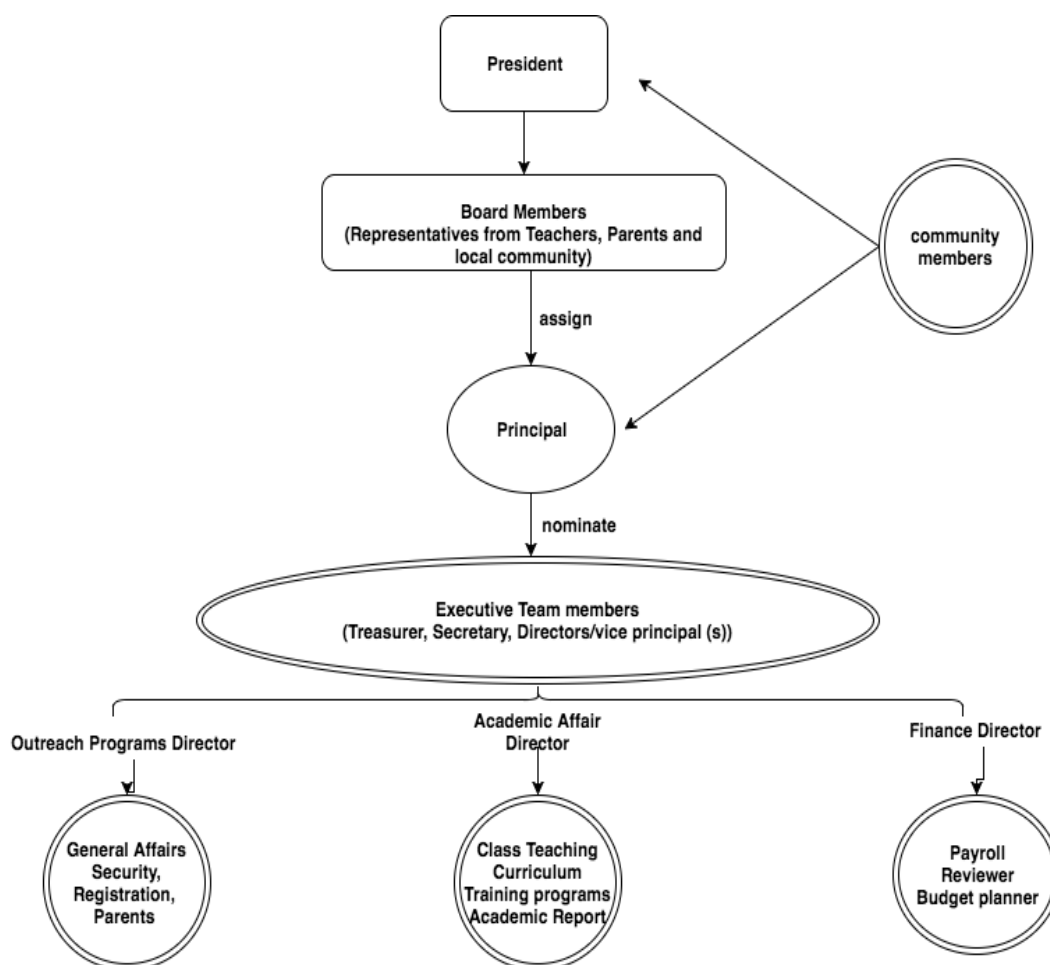
bylaws does not have the constraint force (when go to court). The important aspects of management are self-regulation and cooperation” (1012). Some administrators did not refer to bylaws at all, in cases when the school had a long history, and when bylaws had been created at the beginning of school establishment, e.g. “ the bylaws were created ten more years ago. We have not reviewed it recently” 1017).

Bylaws also clearly described hierarchies in heritage schools. A stable hierarchy was an essential element in school sustainability. As the qualitative data indicated, there were six models of hierarchies in the 17 heritage schools. Therefore, the next section describes the models of heritage school hierarchies.

Hierarchies in heritage schools. There were two business models of non-nation-supported heritage schools in the United States: non-profit and for-profit organizations. Interviewees in the study were from both models of heritage schools and were distributed in six types of hierarchies. Hierarchies type one through five belonged to the non-profit organization model, and Type six was the for-profit organization model.

Hierarchy 1 is shown in Figure 13. The heritage school in that hierarchy had its own board of directors. The board assigned the principal. The principal organized the executive team. The executive team included a secretary, treasurer, vice principals, and other administrative staff.

Figure 13 Hierarchy 1. School With Board of Directors



The first type of hierarchy (Figure 13) was the most common hierarchy in non-profit heritage schools. Boards of directors were elected from community members, who were either from the community or parent-teacher group to support the school, e.g. "The board is made up of the school's teachers, parent representatives, and representatives from the local Chinese community" (1011). Because the board consisted of people from various fields but who were closely related to the school, it was a compartmentalized and

effective administrative team that played an important role in the school's sustainable development. The advantage of involving teachers and parents in the board, as administrator 1003 said, was to have their voices to be heard in administrative decisions. Even though different opinions would cause divergence, directors would vote for the final decision, as administrator 1018 said, "There is always some disagreement in the board. We vote for a certain issue in discussions. Usually not much conflict, since we are all volunteers, and reasonable people."

Moreover, administrator 1011 emphasized, teachers and parents were people who invested efforts to support the heritage school, so involving them in school operation strengthened school development. Boards of directors had the right to nominate and vote for the principal candidate of the school, e.g. "The principal(s) (need to be) approved by the board. They can be fired by the board also" (1003). The principal elected had the right to self-organize the executive committee and take charge of staff, e.g. "The principal leads teachers" (1003); "I am the principal. I only take care of (school operation, including) teaching staff, and teaching" (1006).

Members on the executive committee must be approved by the board of directors, as do principal's proposals, e.g. "If the principal has any new (proposal), it must be approved by the board" (1014). The principal was the person who operated the school, but many important decisions required approval by the board of directors. Members on executive committees included secretary, treasurer, vice principal(s) or directors, charged with outreach programs, academic programs and finance. Administrator 1014 was vice principal in the heritage school, and his responsibility was school activities. The principal had the responsibility to supervise all programs. All administrative jobs were important for school sustainability. Administrator 1025 emphasized, "Administrators are the key. (It

needs) several people together to engage into school operation, therefore the team is very important.”

Administrators 1007 and 1014 illustrated their perspectives on the traits in selecting executive committee members. They both agreed that to have a stable and united executive committee, administrators on the committee should be passionate, supportive, responsible, collaborative and determined. “(It is) important (for administrators) to have the passion to work (in the heritage school). Administrators must be tough, patient and persistent on implementing policies. It is impossible for one person to take charge of all administrative work” (1007); “For the team member selection, you have to select passionate persons with good personalities... when executive teammates do not get along with each other, the school won’t run a long term” (1014).

As administrator 1014 explained, with the competitive status of Chinese schools in the same area, a better management system beyond teacher professionalism raised parents’ confidence in the school. In this hierarchy, the number of board members were a minimum of five to a maximum of 15 (Figure 12), e.g. “(There are total) eleven members (on the board). Principal and vice principal are not (members of the board)” (1007). Even though the length of term varied among schools, most board members were comprised of parents, teachers and people in the community. The principal either was a part of the board of directors, or had no participatory role on the school board, e.g. “We pick eight people from parents and teachers, that is (are) the members of the board. (The term of each member is) two years. The principal and vice principal are permanent members.” (1003)

Executive committees had to follow specific financial procedures. The principal was the person supervising income and expenses, but had no direct access to money, e.g.

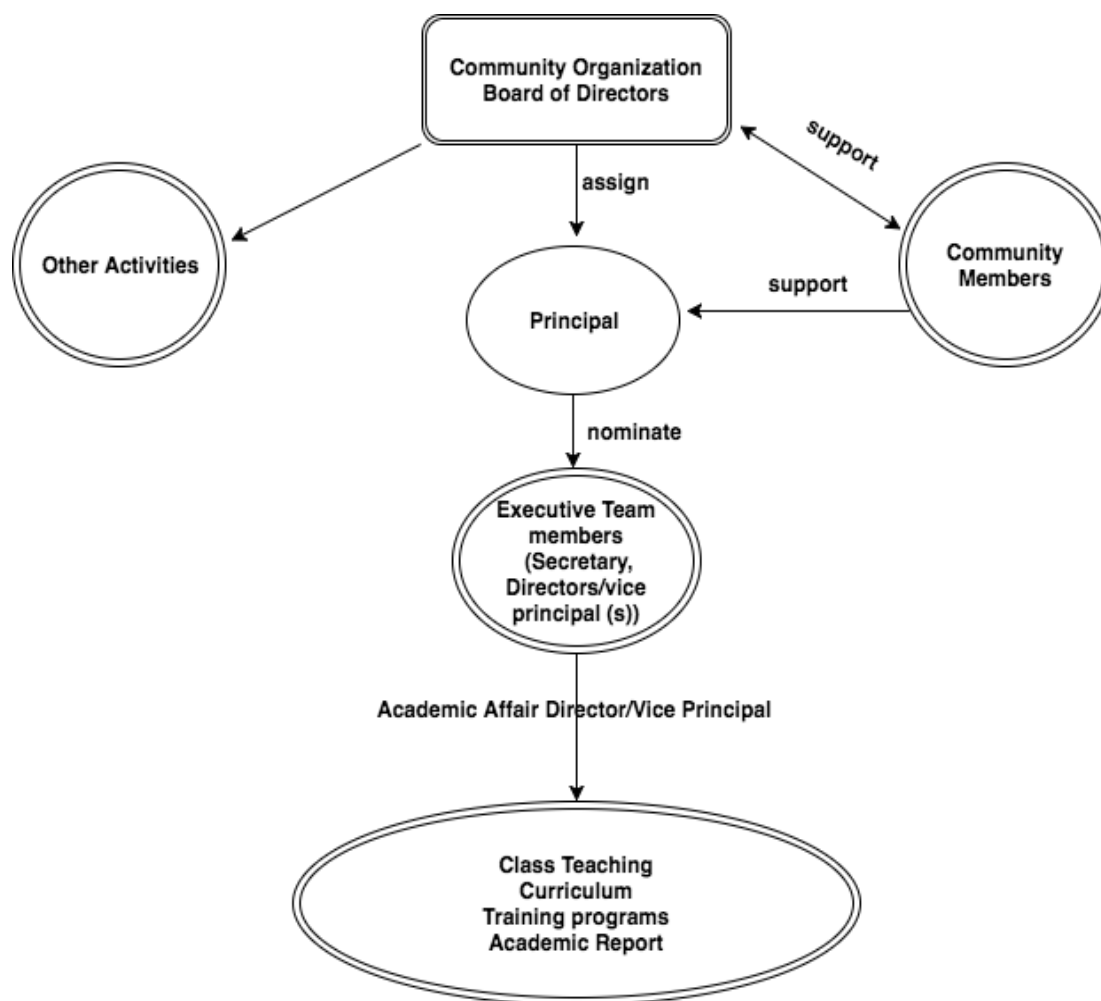
“The principal cannot have the direct access to finance. She needs to report to the board and executive team with any expense above \$500” (1007); “If only one (receivable account or payable account), the principal has to supervise the account book carefully and frequently. It is risky to only have one” (1014). The director or vice principal of finance was the person charged with regular financial planning, e.g. “At the beginning of semester, we four principals make the budget and report it to the board of directors.” (1007) The treasurer on the executive committee conducted budget reviews, e.g. “The accountant makes the budget every year, she (is responsible to) review and approve each spending.” (1007) Once the board approved budget planning for the next financial period, the principal would supervise the account. Thus, it was important for heritage schools to do open-book management, and internal supervision. For instance, administrator 1021 said that regular internal supervision helped prevent fraud in heritage language schools. Treasurers were financial professionals, who took charge of reimbursement. Reimbursement needed at least two signatures from upper level administrators. As 1007 explained the reimbursement procedure in the school she served, “When we need to spend money, there must be two persons’ signatures (including the vice principal’s and the principal’s) to approve (the cost), otherwise, it is impossible (to reimburse the cost).” In the school that 1024 served, the treasurer was a certified accountant who could not be related to any administrative staff, and the procedure of reimbursement required higher authorities. For instance, if the vice principal made purchases, the principal needed to sign to approve the reimbursement; if the principal made purchases, the president of the board was required to sign on the reimbursement sheet.

Parents were the core that supported the school. Hierarchy 1 offered parents the rights to participate in the board members' election. Parental support is included in the public support variable.

The second type of heritage schools was education programs in community organizations. In Hierarchy 2, the local community organization served as an umbrella and its board of directors served as the headquarter of all programs operations. There were two varieties of Hierarchy 2.

- The headquarters' board of directors was also the heritage school board. The board of directors in the local community organization assigned the principal. The principal nominated vice principal/director(s), or vice-principal(s) and program director(s) (Figure 14). Parents who were members in the organization could register their children in the heritage school and other programs with a discounted rate, such as history programs, lion dance programs, and other enrichment programs. Those member parents had the voting rights in the election of the organization board.
- The board of directors in the local community organization assigned the school board of directors, and the school board of directors nominated the principal. The nomination had to be approved by the local community organization board. The school board was responsible for approving principal's executive team nominees (Figure 15).

Figure 14 Hierarchy 2a. Board of Local Community Organization Serves as Umbrella



An example of a Hierarchy 2 heritage language school is an educational program within a local community organization, e.g. “(The local community organization) is an umbrella. It has five programs. Chinese school is one of (them). We are under (the organization)” (1005). Heritage language school of Hierarchy 2a is an educational program within a local community organization. People from the community could purchase a membership and became part of the organization. Members had the rights to

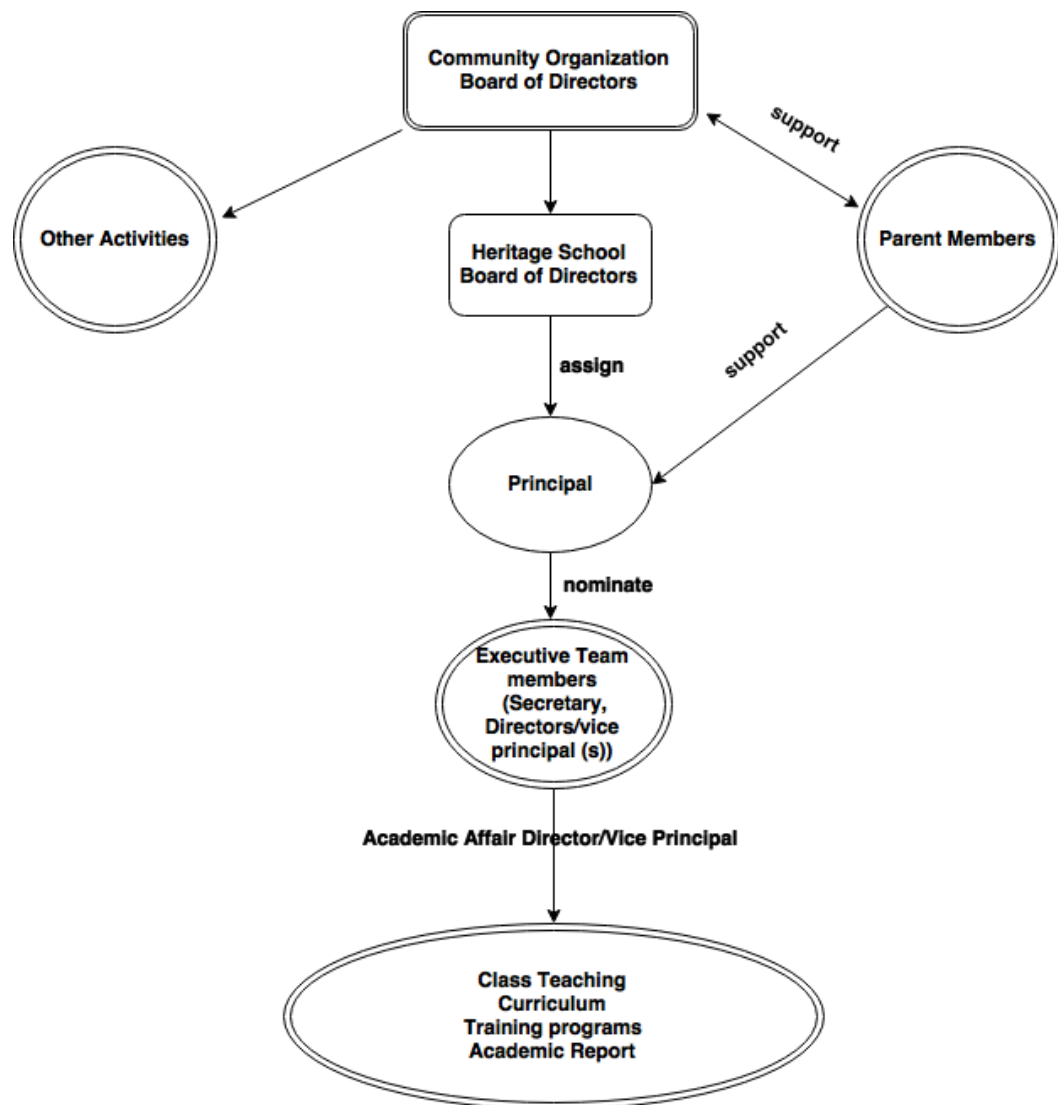
become members of the board and may vote. This type of heritage school did not have its own bylaws, but follows the bylaws of the community organization. The board of directors of the organization was also the board of the heritage language school. Board members nominated and voted for the principal of the heritage school. The principal organized executive committee members and the board of directors had the right to approve executive committee members. As administrator 1016 noted, the executive committee met with the community organization board weekly. The community organization helped the heritage language school she served on funding and facilities.

As described in Hierarchy 2(a), those member-parents had the voting rights in the election of the organization board. (Figure 14). In both types of hierarchy, the local community organization board was responsible for approving the financial support to the school operation. The principal had no financial management role, but was responsible for submitting a budget for the community organization board to evaluate annually.

Hierarchy structures 2a and 2b were schools serving as affiliate institutions with local community organizations. There were commonalities between the two types of hierarchies. They both were led by the board of directors in that local community organization. They both followed the organization's bylaws, e.g. "we don't have (our own) bylaws. (We) follow the (local community) organization bylaws" (1016). The principal worked as a coordinator in those two types of hierarchy. The key difference was that the school in Hierarchy 2a displayed the board of directors with the local community organization, but the school in Hierarchy 2b had its own board of directors, which was assigned by the board of the local community organization. Thus, it was vital for the principal to be able to create a harmonious communication environment between board

and executive committee. As administrator 1005 depicted, the community organization served as umbrella, and the Chinese school she served was a program in the organization.

Figure 15 Hierarchy 2b. Board of Local Community Organization Assigning the School Board



The school had its own board of directors, and the school board hired the school principal. Because of the complex hierarchy, to strive for maximum benefit for school staff, 1005 emphasized that the principal was necessary to master the skills of communicating and coordinating with two boards of directors.

The local community organizations were in the systems of financial centralism. Heritage language schools, as an educational program in an organization, benefited from the network established by the umbrella organization, and the financial centralism, e.g. "(the organization) helps funding, provide facilities" (1016). As 1005 stated, the school benefitted the organization's network, and students from the school could participate in any program from the organization.

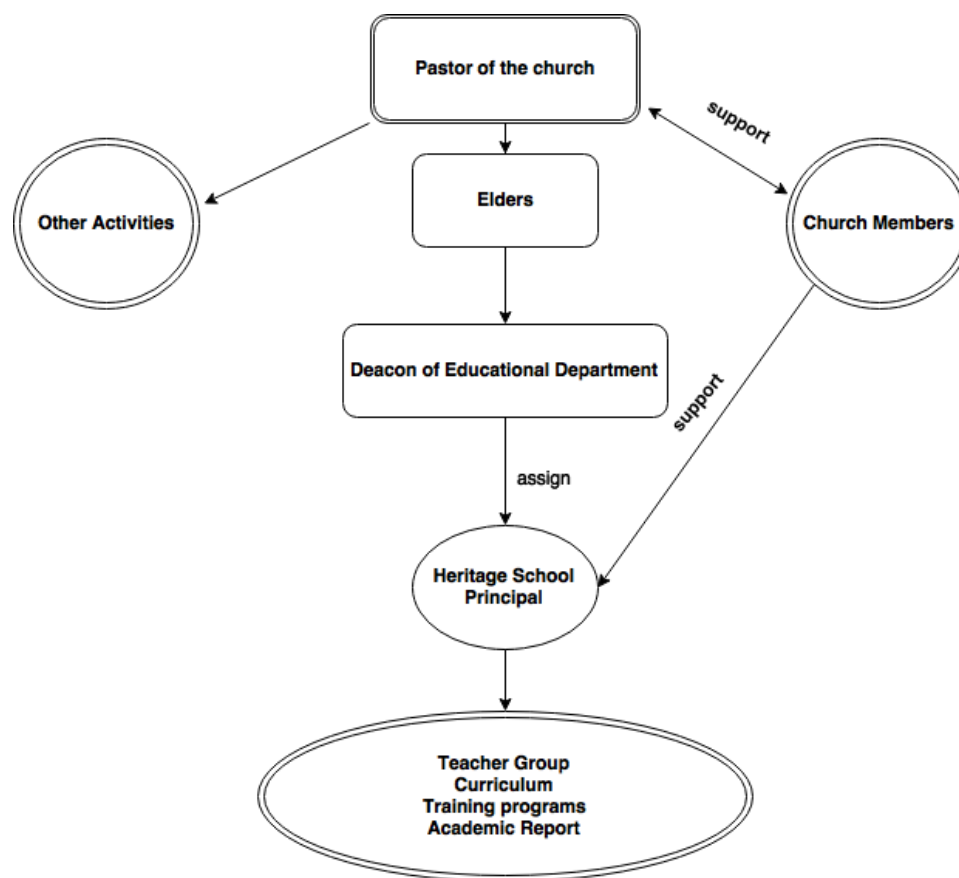
Lacking financial power, the principals encountered inconveniences in school operations. Organization boards had financial control. The organization also had other programs in addition to the heritage school. Centralization brought advantages and disadvantages. Because the umbrella organization controlled finances, it avoided some types of financial issues in the school, e.g. "As a principal, I don't need to worry about finance, since the organization takes charge of finance for the five programs" (1005). Without the right to control finances, administrative teams of heritage schools also lose decision-making power in financial issues. For instance, it was difficult for the principal to pay teachers a higher wage. As administrator 1005 depicted, higher salaries could not be used to retain good teachers, but the principal in the affiliated Chinese school was not able to increase teachers' salary, because the board of the community organization did not approve the proposal of raising salary for teachers.

Being administrators in the executive committee in 2a and 2b, it was also important to build a harmonious environment, as 1005 suggested, "Communication is very important to achieve harmonious administrative collaboration."

Hierarchy 3 (Figure 16) was similar to 2a and 2b. As an educational program of a church, there were many varieties of school operation.

One heritage school of Hierarchy 3 was an educational program in a church (Figure 16). One deacon in the church board took charge of the school. The deacon had the right to assign the principal. There was no executive team in the school. The principal ran the school.

Figure 16 Hierarchy 3. Heritage Language School as an Educational Program in Church

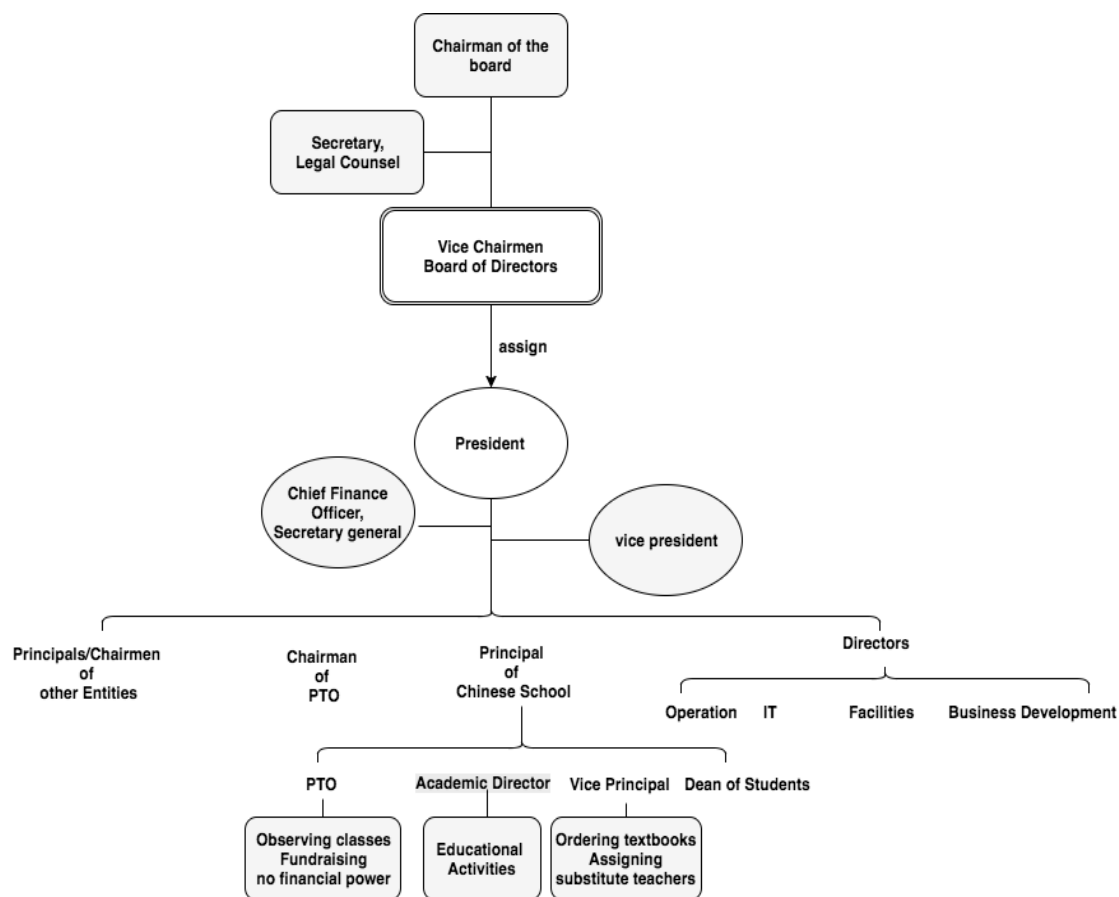


Type 3 heritage language school hierarchies closely resemble Type 2a. However, Type 2a was constructed as a nonprofit organization with bylaws. The faith-based heritage school was associated with a church, and had no bylaws. All staff who worked in the Type 3 heritage school had to be members from the church. Instead of a board of directors, there was a group of deacons under the pastor and elders. According to administrator 1025, the deacon of the educational department assigned the principal for

the heritage school. The principal had the only administrative position in that school. Most students were from families within the congregation. The teaching materials could not contravene Christian doctrine.

This hierarchy had no bylaws or board of directors. Instead, a binding agreement stipulated the term of the principal, e.g. “(About the length of principal’s term) it was agreed that the term of a principal is two years at beginning of the school establishment” (1025). Because all teachers were from the congregation, there was no payment for their teaching or other services. The main purpose of the school was to enlarge the congregation population, rather than teaching a heritage language, e.g. “the purpose of the school is to attract more people to our church. (Teachers should) evangelize, to attract non-believers to go to (church)...(That is) the mission of the Chinese school” (1025). Hierarchy 4 was an extension model of heritage schools. As the heritage school developed, the school grew by offering functions to the community, in addition to heritage language courses. The school had a few entities (Figure 17). This hierarchy model was developed from the Hierarchy 1. As the local Chinese population grew, enrollment increased, and the school added courses in addition to the language school, e.g. "As Chinese school develops, we have four entities. (The four) entities provide many community services (as) an educational center" (1022).

Figure 17 Hierarchy 4. Heritage School Serves as an Umbrella Organization (based on Organization, 2017).



All entities shared the same school board but had separate financial accounts. The school board had its secretary, legal counsel and directors. A chief principal or president took charge of the Headquarter Executive Committee (HEC). The president nominated the vice president, chief finance officer, and secretary general who were leaders of the HEC. Principals and chairmen of all entities were part of the HEC. Besides principals and chairmen, directors of operation, IT, facilities and business development were also part of HEC. The HEC took charge of all affairs, e.g. “(The school has) board of directors, chief principal, and principals (in other educational programs)” (1021). Administrator 1022

explained that the Chinese school she served shared the board of directors with an art school, cultural center and performing arts. There were eleven members on the board. The whole school had their own attorney, marketing specialist and building managers. In the Chinese school that 1022 served, there were administrative staff serving as dean of students, treasurer, vice principal, academic director, and director in the parent teacher organization. She said that representatives from the parent teacher organization could observe classes, but were mainly responsible for fundraising, without financial power.

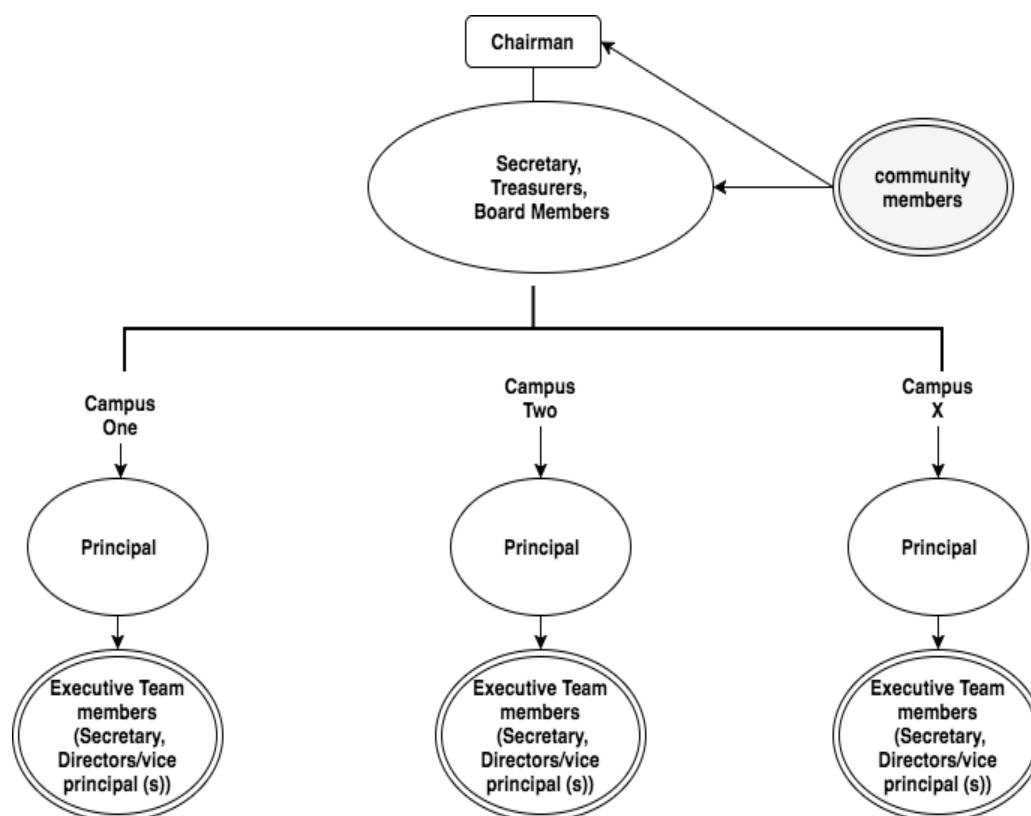
Regarding financial control, this hierarchy's work division was specific. Because all entities shared the same school board, important matters were reported to the board to approve, such as personnel appointments in each entity, financial control, and budget reports. Treasurers in each entity reported to the chief finance officer in the executive committee. The principal of the heritage school only managed school affairs. There was a general principal who was responsible for all entities' affairs. The board of directors in this hierarchy assigned the general principal and leaders in all entities.

Administrator 1021 described how the chief principal supervised the finance, but did not have the access to use financial assets. The school had a tripartite system. The chief principal made the budget. Principals signed on to the report. The accountant audited the account. They conducted annual internal auditing. Administrator 1022 explained that in Hierarchy 2b, each entity cast its account separately, and all accounts went into the general ledger. Every year, all four entities had their own budget. Elections and changing the term of office followed the initial bylaws from the Chinese school.

Hierarchy 5a and 5b were additional extension models of heritage schools. One heritage school had branch campuses. In this type of hierarchy, there were two kinds of structures: 5a. As leader-members relationship, one school board leads several subsidiary

campuses (Figure 18). There was only one school board of directors, nominating and voting to approve principals of branch campuses. 5b. Three of five members from the executive committee were board members in the general board, who were entitled to speak but not vote. (Figure 19). One member from each executive committee served as vice chairman on the general board.

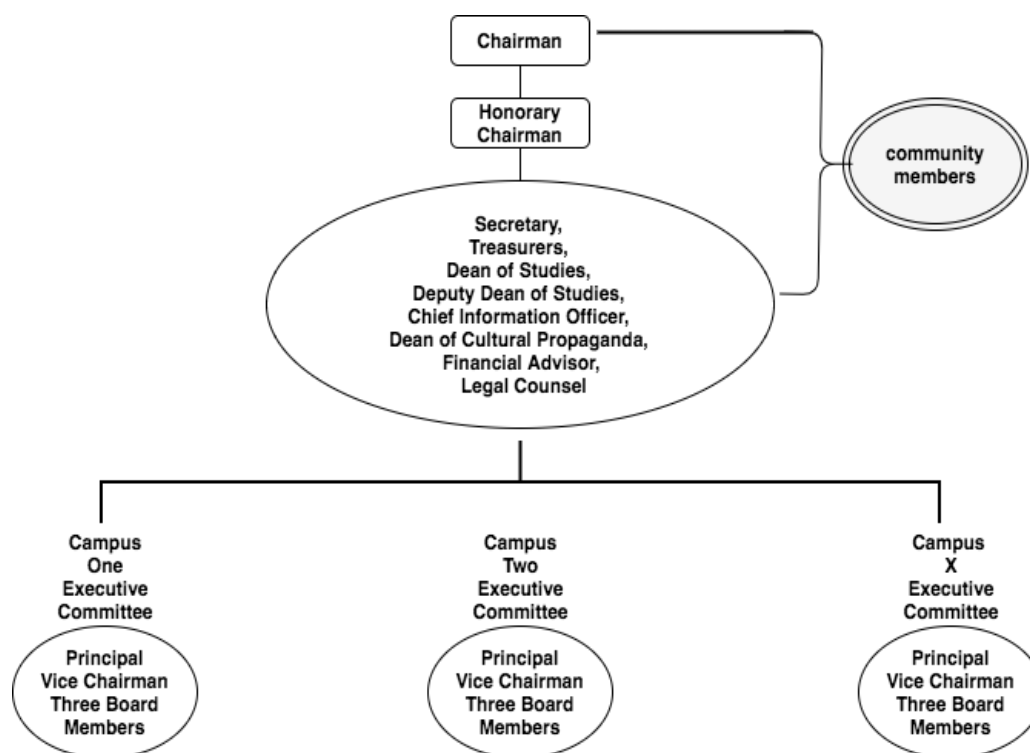
Figure 18 Hierarchy 5a. School with Campuses in Lead-Member Relationship



The heritage school in Hierarchy type 5a was a large-scale school. There was a board of directors in charge of all subsidiary campuses. The chairman and board members were elected from the community. Each campus had its own executive committee. Principals from subsidiary campuses were not members on the board. Executive committees operated a subsidiary campus. Each committee included a

principal, secretary, treasurer, and program directors. Committee members were decision makers on each campus. As administrator 1013 explained, the school had a board of directors in charge of four campuses. He said that within the organization, the school has an active committee. Administrators were fond of discussing various themes. There was a significant age range in the board members, students, administrators, teachers, and parents. He emphasized that everybody had their own ideas about how to engage students in the school. The key to development of the school was to organize it as a whole. Thus, it was important that administrators heard different voices before making final decisions.

Figure 19 Hierarchy 5b. Large-Scale Heritage School With Subsidiary Campuses



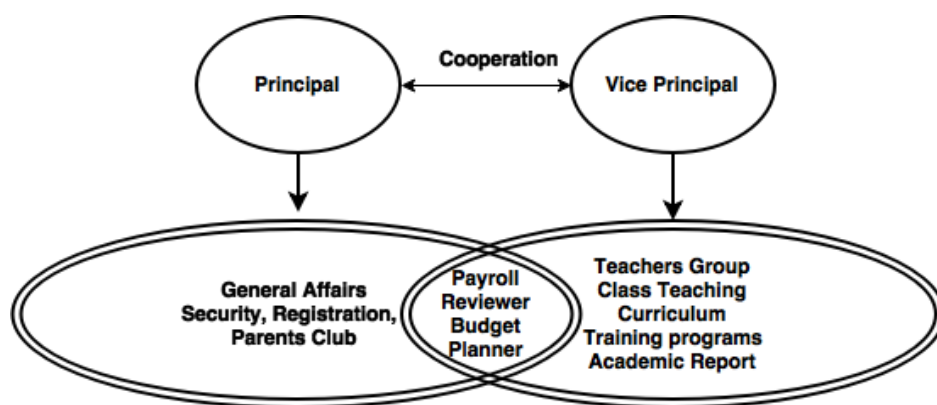
The hierarchy of a Heritage language school in Type 5b had a large student enrollment. As administrator 1018 observed, the school headquarters were established in 1992, but the campus she served was founded in 1996. Due to the increasing enrollment, there were eight campuses of the Chinese school.

Figure 19 illustrates that in Hierarchy 5b, the general board had many directors. Three executive committee members of each subsidiary campus were board members on the general board. Additionally, another member from the executive committee of each subsidiary campus worked as vice chairman on the general board. The board members from subsidiary campuses were entitled to speak but not vote. Vice chairmen from subsidiary campuses had the right to vote in the general board.

Administrator 1018 explained that on each campus, there were five people on the executive team: one principal, and four council members. Except for the principal, the other four people were members on the board of directors at the school headquarters.

In the general board, as 1018 explained, job titles included chairman, honorary chairman, vice chairmen, secretary, treasurers, dean of studies, chief information officer, dean of cultural propaganda, financial advisor, legal counsel, and members from subsidiary campuses who attended as nonvoting delegates.

Figure 20 Hierarchy 6. For-Profit Heritage Language School



Hierarchy 6 was comprised of heritage schools, which were registered as a private school instead of a non-profit organizations (Figure 20). The principal and vice-principal cooperated as shareholders.

Figure 20 indicates a for-profit model hierarchy for a heritage school.

Administrators in this school model advocated for a competitive market. "I think Chinese school should not follow the non-profit organization model, but a company nature to adapt to market variation in the US. It is (a process of) the survival of the fittest" (1008). There was no board of directors. The principal and vice principal were in a cooperative relationship, similar to shareholders. The principal took charge of general affairs, security, registration, and parents' organizations. The vice principal was responsible for teachers' groups, curriculum, teaching strategies, training programs and academic evaluation. Both were responsible for payroll revision and budget planning in this model.

As administrator 1008 explained, the school was not a non-profit organization. Both principal and vice principal made the final decision. There was no stipulation of terms. The two administrators had clear divisions of labor. The principal took charge of administration and personnel appointments in the school, and the vice principal took responsibility for teaching.

The advantage of this hierarchy was efficiency, "The advantage of this model is efficient, once we decide we conduct it right away" (1018); however, prompt decisions might cause disadvantages. For instance, a quick decision without deliberateness could "lead to unsafe situation," since, as 1018 explained, "we two operate the school. Our perspectives and abilities (on operating the school) are limited" and "If there is a board of directors, people discuss, exchange perspectives on one theme, (that will be more) considerate."

School culture. Of the 23 administrators who were interviewed, 11 mentioned that school culture was the foundation of school sustainability. In heritage language school development, they believed that the school culture should be founded on heritage culture,

comprised of dedication, unity, responsibility, and capability to retain students. The core of school culture in a heritage language school is heritage culture. Based on the heritage culture, a HLS was a home for immigrants in the U.S. Because the school was as welcoming as a home, people were willing to be united in the school, devote their time, efforts and materials to the school. When administrators provided a professional and homelike school environment, people were willing to support them.

The heritage school that administrator 1023 served had its own schoolhouse. Administrator 1023 said they never expected that one day they could purchase a schoolhouse. Dedicated people helped to create a stable school culture. Administrators were dedicated to the learning community. This culture encouraged more people to be committed to the school. The school culture HLS administrator 1007 served was defined by unity. 1007 explained that the HLS was a community center. People regarded the school as home and supported the school without hesitation.

How Teacher Professionalism Affects Sustainability

Administration played a vital role in heritage school sustainability. The administrators created an atmosphere that was established to build a high-quality education for students. A high-quality education could not exist without high-quality teachers.

Quantitative findings indicated that teacher professionalism significantly affected heritage school sustainability ($\beta=.442$ in Figure 10). From interviews, 20 administrators admitted that teaching was the core of a heritage school. For instance, “Retaining teachers (is the key element to achieve sustainability)” (1005); “To keep good teachers is the core (of Chinese school’s sustainability)” (1017); and “I think a good school (should

have) good teachers. Usually we are looking for teachers that students like. So the teachers are also important” (1020). Administrator 1009 depicted the relationship between teacher professionalism and school sustainability as a domino effect, “(if) the teaching team is united, high quality, and stable, (the school is stable). As teachers are with high quality, students will be high quality. The core of a school is education quality.”

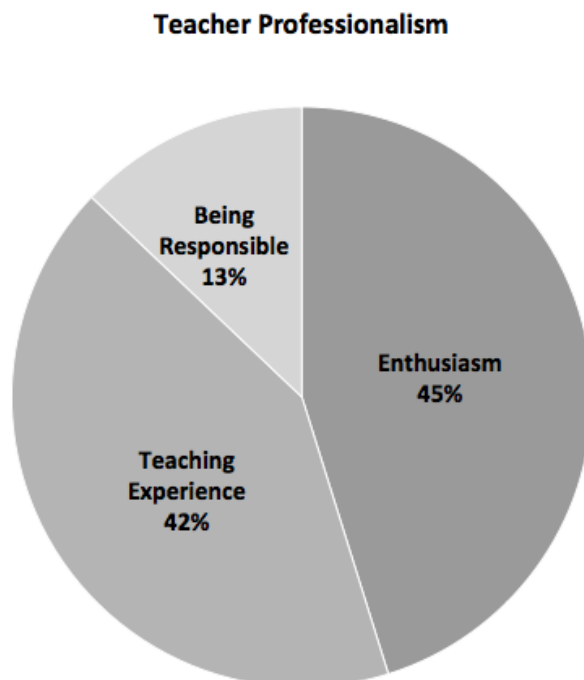
The qualitative findings in this section revealed how teacher professionalism affected sustainability from four aspects: basic information of teachers from heritage schools, teacher professionalism in direct proportion to student enrollment, characteristics of teacher professionalism, and evaluation of teacher professionalism.

Information of teachers. Of the 17 heritage schools in the study, 16 were weekend schools. Teachers who worked in the 16 schools all had weekday jobs and commitments. According to interviewed administrators, teachers worked in the 17 heritage language schools usually were parents of registered students. More than half of the teachers had degrees in higher education, and experience of teaching in their home countries. They were paid an hourly rate wage. Administrators interviewed described the salaries as compensation. Administrator 1001, who was the principal of a heritage school located in a university town, depicted teachers in the heritage school as highly educated, with teaching experiences in their home countries. Administrator 1011 said the average educational degree of teachers in the school was a masters’ degree, and the teachers were usually parents of registered students. Teachers in the school where 1011 worked as the principal were dedicated, because they had to drive a long way to the school without reimbursement. Teachers in the heritage school affiliated to a church, as administrator 1025 said, taught without any payment, since they were members in the church.

Teacher professionalism affects enrollment. To achieve sustainable growth of a heritage school, according to interviewed administrators, a growing enrollment is the core component. Teacher professionalism has a vital impact on the core component. If teachers in heritage language schools were professionals, their teaching attitudes and strategies impacted students' willingness to continue studying in the heritage school. Four administrators did not use test scores or evaluation surveys completed by parents and students as measurements of a teacher's successes, but the decreases in enrollment in a class reflected the teacher's failure (1007), e.g. "If teachers are highly qualified, students' enrollment will not decrease." (1005); "(The teacher's success) is that students like the teacher, no loss of students in the next semester" (1011); "(A teacher's successes includes) completion rate of progress, students love to learn (Chinese), and (a high student attendance" (1016).

Characteristics included in teacher professionalism. Teacher professionalism has been a continual topic in education field for decades. Wu, Cheung and Chan (2017) described teacher professionalism as including professional knowledge of the subject, appropriate teaching strategies, and the capability to support students to develop their interests. However, the qualitative findings from interviewed administrators disclosed different perceptions of teachers' professionalism in heritage schools. The most frequent words of teacher professionalism were enthusiasm mentioned by 14 administrators (60.9%), teaching experience mentioned by 13 administrators (56.5%), and responsible mentioned by four administrators (17.4%) (Figure 21).

Figure 21 Components of Teacher Professionalism by Administrators Interviewed



Of the 23 interviewed administrators, 14 emphasized “enthusiasm”. Thirteen of the 23 administrators stressed the necessity for a teacher to have teaching experience or degrees from educational departments, and four of the 23 administrators regarded responsibility as very important to teacher professionalism. Administrators interviewed explained that enthusiasm and responsibility were two vital characteristics in teacher professionalism that went beyond teaching experiences.

Administrators described an enthusiastic teacher as one who was patient with students and who had creative teaching strategies. An enthusiastic teacher must love students, have a positive attitude towards teaching, and care about students. Administrators believed that responsibility was important. A responsible teacher was serious, cooperative, attentive to student needs, and willing to learn. They would have a high degree of self-regulation. These characteristics were more important than teaching

experience or education credentials. Four administrators asserted that enthusiastic and responsible people were easily trained to be qualified teachers in heritage schools.

Administrator 1009, who was a full-time a teacher in a public school, simultaneously served in a HLS with an average enrollment of 1000 students, paid more attention to a candidate's responsibility than to teaching experience or credential. He explained that,

We mainly pay attention to a teacher's responsibility to the job. If the candidate is (a) responsible (person), it is not difficult to train him/her (to be qualified). If they are not very serious (to the job), even though they have a high quality of teaching skills, but unable to be cooperative, (we can) not accept (him/her). (1009)

For schools located in areas where there were few immigrants, administrators did not expect professional teachers, but people who were willing to teach. As administrator 1003 stated, as long as the teacher loved kids and had a positive attitude, they did not expect any experience; if the teacher had willingness to teach, they were qualified.

Of 23 interviewed administrators, 13 (56.5%) emphasized the importance of teaching experience as part of teacher professionalism. They expected applicants to have teaching experiences, e.g. "...Secondly, teaching experience. It is not necessary that they have many years of teaching, but they have to have relevant experience." (1015)

"Teaching experience, friendly,...skill to teach. Strategy to motivate students, not like Chinese way to teach." (1016). With teaching experience, teachers had various teaching strategies to apply in language classes. With various strategies, students could be engaged and willing to learn heritage languages even when they were not at heritage schools.

Two administrators assigned teachers with different teaching experiences to teach different subjects. For instance, teachers who had teaching experience at home mostly taught heritage language classes, and in foreign language classes, teachers were required

to have education and teaching experience in non-homeland countries (1007). In teaching pre-K and kindergarten levels, teachers were expected to have educational backgrounds in arts, literature or education (1013).

Besides teaching experience, administrator 1017, who worked in a local public school, preferred teachers who were willing to integrate advanced strategies and technologies, because students born in the U.S. were accustomed to American learning styles and school atmospheres.

Other characteristics. Other teacher professionalism traits that administrators mentioned in their interviews were: job demand, personality-positive, and long-term commitment. e.g. “Another important (characteristic) is the personality. The teacher must be able to get along with others.” (1005); “Whether s/he loves the job. S/he may have a need of finding a job, ...the desirability (of a job).” (1008); “First of all, (we will) evaluate whether s/he is able to serve the school in a long term.” (1001); “It is important (for teachers) to get along with each other, parents and students” (1012). External elements that administrators valued in employable teacher candidates for heritage schools, as indicated by administrator 1001, included legal ability to work, employment status as a full-time housewife, and the capability to work for the long term.

It was important for heritage schools to retain professional teachers. Raising salary was one way to do that. Additionally, if a heritage school wanted to achieve sustainability other than survival, funding played a vital role in a school’s sustainable development.

How Funding Affects Sustainability

Funding significantly affected heritage school sustainability. The quantitative results indicated the beta value of funding was .250, meaning that funding had an 18% impact on heritage schools' sustainability. Funding was the third most impactful effect on sustainability among the four independent variables. However, the qualitative results were widely divergent. Even though most administrators emphasized teaching as the key element to school sustainability, they all admitted that with more funding, the school would be more sustainable.

Funding resources. With enough funding, schools could offer higher salary rates to teachers, and students could achieve a higher quality of education. Table 2 provides a basic description of heritage schools funding. To maintain financial balance, heritage schools regularly reviewed funding or budget plans. Only one heritage school in the study did not have the funding plan reviewed, e.g. "No funding plan. \$20,000-30,000 (each year)" (1016).

Table 2 Funding Resources and Expenditures of Heritage Language Schools.

<u>Administrators</u>	<u>Major Capital Source</u>	<u>Annual Expenses</u>	<u>Items of the Expenses</u>
1001	Tuition, donation, community service and grant	\$130,000	Teacher salary and facility rental
1003	Tuition and grant from Japanese government	\$20,000	Teacher salary and facility rental
1005	Tuition	--	--
1006	Tuition and donation	--	Teacher salary, Student rewards
1007	--	\$3,000 on teacher training	Office supply, teacher training, teacher salary, textbooks, competitions, etc. total 70-80 items.
1008	Tuition	\$150,000	Teacher Salary Facility rental
1009	Tuition	--	Teacher salary and facility rental
1010	Tuition	--	--
1011	Tuition	\$7,000-8,000	Teacher salary Donation to church
1012	Tuition	\$100,000	Facility rental Teacher salary
1013	Tuition and Donation	Balanced	Facility rental Teacher Compensation Other expenses
1014	Tuition	\$50,000-60,000	Facility rental Teacher salary
1015	Tuition	> \$100,000	Facility rental Teacher salary
1016	Tuition	\$20,000-30,000	Teacher salary School activities
1017	Tuition	\$18,000	Teacher salary, Facility rental, Facility damage, School activities
1018	Tuition	\$200,000-300,000	Facility rental, teacher salary, teaching materials, office utilities
1019	Tuition	\$5,000-10,000 for bonus	Facility rental, bonus for teachers
1020	Tuition	--	Facility rental, teacher salary
1021	Tuition and donation	\$370,000-380,000	Teacher salary and school improvement
1024	Tuition	\$80,000-90,000	Facility rental, insurance, teacher salary
1025	Registration fee	--	Teaching tools

Other sources were donation and grants. The Japanese government and the Chinese Overseas Affairs Office provided grants for Japanese schools and some outstanding Chinese schools. The dominant expenditure of heritage language schools was teacher salary and facility rental. Other expenditures were school activities, bonuses for teachers, and school improvement.

Administrators with rental facilities (14 of 17) described the inconvenience of not having their own schoolhouses, and facility rental took a big part of school annual expenses. With adequate funding, heritage schools would have their own buildings and would not need to rent from community colleges, local public school districts, or churches. With adequate funding, schools could provide better facilities and offer various activities to engage more students and community members, as 1013 suggested, "... if you do have sufficient fund, we probably can do something new and different from most community school like us."

Schoolhouse. In the study, 18 of heritage school administrators who were interviewed rented facilities from public schools, community colleges or borrowed from churches. Even though some organizations offered relatively low rates for the rental, it was still inconvenient for those heritage schools to use the facilities, let alone facilities with increasing rental rates. Facilities affected student enrollment and the convenience of teachers' participation in training programs.

As administrator 1017 said, "...in the rental schoolhouse, we can't use the facilities. The only thing we can use is the white board. We can only use markers to write on whiteboards." Teachers in the HLS that 1017 served were restricted in their permission to use technological facilities. As administrator 1015 concluded, "Facilities decided student enrollment." The HLS he served needed to recalculate the rental spent

each year. With an increasing rental rate, it was difficult for administrators to balance expenditures. A soaring cost of rental negatively affected investment for curriculum and teachers. Administrator 1015 was distressed by the erratic rental rate demanded by a public school, "The biggest issue of sustainability is the schoolhouse. If we have to rent the facilities, every time, we have to sign the contract, there is always some changes." So as administrator 1017 said, "We rent facilities from a public middle school, about a dozen classes. They frequently increase the rental." And administrator 1008 said, "We rent the facilities with a high rate rent. We plan to buy our own schoolhouse, not a big one." The HLS that administrator 1007 served was located in a university town. On average, teachers who served in the HLS had masters' degrees, and actively participated in training programs.

Without schoolhouse ownership, administrators were not able to invite scholars to have lectures in the school. Eighteen language teachers from that school had to carpool to training locations each year. Administrator 1007 explained, "The training usually takes one day, (teachers are) exhausted (by long-distance transportation and having classes)."

Curriculum variety. The capacity of a heritage school to offer various curricula (Table 3) depended on whether the school had sufficient funding, as administrator 1013 mentioned. Administrators interviewed also found that student enrollment was in direct proportion to curriculum variety (Table 3), especially in courses such as credit courses, science, mathematics, and cultural enrichment. As administrator 1019 said, "(To achieve) sustainable development, (we better provide) new curriculum to attract teachers, parents and children. (The new curriculum is) not only Chinese language, but also cultural enrichment (classes)." Funding and the variety of curriculum affected heritage schools in

two ways. Heritage language schools offered a variety of curricula that attracted teachers, parents and students.

Table 3 Curriculum Provided in Heritage Language Schools

Curriculum		
<u>Curriculum</u>	<u>Subjects</u>	<u>Prospective Students</u>
Language Classes	Jinan University Chinese	Kindergarten
	Ma, Liping Chinese	Grade 1-10 Heritage Students
	Standardized Japanese	Grade 1-10 Heritage Students
	Advanced Placement Chinese/Japanese	Heritage Students
	Paradise Chinese	Non-heritage students
Enrichment Classes	Mathematics, Science	All students*
	Robot	
	Calligraphy	
	Violin	
	Piano	
	Speech	
Summer camp	Singing and dancing	All students
	Calligraphy	
	Folk dance	
	Martial arts	
	Poetry	
	Performance class	
Speech class		
Literacy class		
* All students means heritage students and non-heritage students		

Financial cycle. Most heritage schools regularly reviewed budget plans or funding plans. There were three types of financial cycles according to administrators interviewed: annual revision, biennial revision and by semester.

Of the administrators interviewed, 10 conducted annual budget revisions. Typically, the annual revision was conducted before school started and approved by the board of directors. One heritage school required monthly audits, which were conducted by the board of directors (1009). As 1015 and 1021 explained, "(We review funding plan) every year. If we don't review it (very often) every year, we will encounter the deficit in finance," "Before summer, get ready all tax forms, class schedules for the whole (school) year" (1021). Among administrators interviewed, four said their schools conducted biennial revisions of funding plans. As administrator 1007 explained, they had a precise budget plan that needed to go through a rigorous evaluation by the school board. The third type of financial cycle was by semester. Among interviewed administrators, only one said that the school budgeted by semester. Due to the different lengths of the fall and spring semesters, as administrator 1018 explained, the executive committee in his school decided the budget by semester. Since the school 1018 served was Hierarchy 5b, the financial cycle of branch campuses varied. The other administrators interviewed either did not have budget or funding plans reviewed, or did not regularly conduct funding or budget revisions.

The findings of the interviews indicated ways to increase the funding of heritage schools: reserve funds, and raise funds for the schools.

Importance of a reserve fund. It was important for heritage schools to have a stable reserve fund. A reserve fund was the indicator of a HLS sustainability, e.g. "With limited fund, (we need to) raise funds, renovate the building, establish (a new) system to

raise more money. When (we have) sufficient fund, (we can) take the next step (of school development)” (1023). Eight of administrators interviewed emphasized the importance of reserve funds, since there were always unexpected needs in operation (e.g. “We have budget (planning) and reserve fund, for unexpected needs” (1001).

First, a reserve fund could prevent the school from encountering deficits. Three HLS encountered uncertain enrollment numbers, but facility rental fees were a necessity. Because parents needed to move for work-related reasons, enrollment numbers continually changed. Administrators needed reserve funds to balance expenses and promote sustainable development (1005). Second, if the fund resource was tuition only, reserve funds allowed access to funds in case of unexpected expenses for cultural celebrations and other important school activities. As administrator 1017 recounted, the cost of reserved places for the Spring Festival celebration was over budget. 1017 and the administrative team had to cut the budget for competition awards to cover the unexpected extra cost for space for the Spring Festival. As administrator 1017 emphasized, “If we have (sufficient) funds, we can offer higher salary rate, lower the tuition rate, and sponsor more activities for parents.” Third, for branch campuses, it was important to have a reserve fund prepared to support new campuses. Administrator 1018 served as principal in a branch heritage school. They needed to materially support other campuses. “Since our campus has operated for a long time, we have reserve fund. If any new campus encounters a sudden decrease of students, and cannot sustain, other campus will provide funding support” (1018).

Ways to collect funding. Because it was vital to have a reserve fund, administrators explained their experiences of collecting funding. Tuition was the dominant funding resource in heritage language schools. In addition to tuition, HLS that

were registered as non-profit organizations also offered commercial services, such as visa application assistance, grant-writing, and donation collection.

Heritage language schools which served the community as cultural centers were connected with embassies of home countries. This type of HLS provided chargeable visa services. For instance, the school that administrator 1001 served provided China travel visas to the public. People who needed travel visas or other services by the Chinese Embassy did not need to go to the embassy, but could apply for the service in that HLS. Chinese heritage language schools in the U.S. may apply for a grant for being an outstanding Chinese school from the Chinese Overseas Affairs Office. If successful, the school could be awarded nearly \$15,000. Unlike grants offered by the Chinese Overseas Affairs Office, the Japanese government covered half rent and half salary for all Japanese schools in the U.S. In addition to tuition, commercial services and grants, HLS registered 501(c)(3)s were legally able to collect donations from individuals and other organizations. The details of funding supported from external organizations are illustrated in the next section.

As administrator 1015 said, a heritage school could not achieve sustainable development, which included high quality of education and steady growth of the school, without public support. It was impossible for heritage schools to retain student enrollment and a growth of funding without this support.

How Public Support Affects Sustainability

To achieve sustainability, a heritage school must have concrete, fundamental financial support and sufficient public support in both directions: internal supports from teachers and parents, and external support from cooperative organizations and

community leaders. Clark (2016) found that supports from the trust built among parents, teachers and administrators strengthened their collaboration within the school and contributed to establishing a harmonious school culture. As Harris (2001) stressed, high-quality teaching and learning processes empowered the capacity-building of a school. The external support, such as the support from educational agencies, enhanced school improvement through establishing policies benefiting both education quality and cooperation with other organizations. Data collected from the interviewed administrators verified that the public supports that heritage language schools received are internal and external, as administrator 1020 confirmed, "...for Chinese school, it's primarily for education. I think it's more to involve the community," and administrators 1013 and 1023 agreed as well.

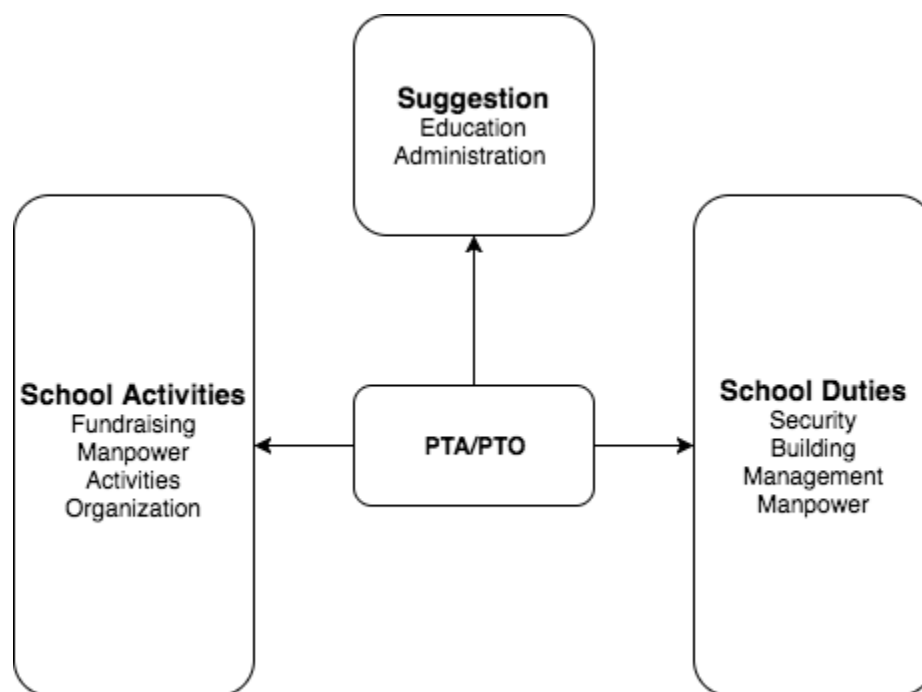
Administrator 1013 said that the school he served cooperated closely with other community leaders. Administrators from the school interacted with other community leaders frequently. The school received tremendous support from the community, and programs that the school provided were developed to satisfy community needs. In fact, the program not only served students but also served the whole community. Once the school had requests by people from the community to open some classes or organize some events, administrators in the school would do their best to provide opportunities. Administrator 1013 emphasized that community engagement determined the directions of the school development.

The school that administrator 1023 served was a successful Chinese school with stable enrollment of more than 700 students per year, and had a school property. As the chief principal taking charge of the whole school, he pointed out one predictable challenge of the school was how to develop contact with local public school educators

and administration. Because the Chinese school and the public schools were all independent organizations that offered Chinese programs, both organizations benefitted when teaching plans and scarce resources could be shared. For instance, if all Chinese programs had synchronous teaching plans, the public school's Chinese programs could meet at the Chinese school, and experience authentic Chinese culture. As administrator 1023 pointed out, in that way it would promote the development of the school.

Internal support. The purpose of a heritage language school was to help visitors, immigrants and their descendants to embrace their heritage language and culture in the United States. Parent-teacher associations (PTA) or parent-teacher organizations (PTO) in schools took charge of internal affairs of heritage schools. According to the interviewed administrators, the support to heritage language schools from PTA or PTO were divided into two categories: The number of PTA or PTO members decided the increase in student enrollment; With more parents' involvement, schools were able to develop more activities and take more responsibilities in the community. Specific supports parents and teachers provided are presented in Figure 22.

Figure 22 Supports From PTA/PTO



Heritage school students were from the ethnic population. The number of members of the ethnic population, and the heritage school location, mattered to the sustainability of the school. Immigrant families from various backgrounds had different expectations of heritage schools and gave various supports to heritage schools. Some HLS encountered insufficient enrollment due to low ethnic populations (1008). Administrator 1020 suggested that it was necessary to have a large enough Chinese population where the Chinese school was located. A stable population guaranteed school sustainability (1020). As the demographic structure varied among immigrant families, over time, parents from various backgrounds provided different supports to the heritage language school. As administrator 1021 stated, “Twenty years ago, international students

had a different expectations (from immigrants nowadays). Business migrant families are delighted to donate money, offering (good) conditions as much as they can.”

Support from parents enhanced collaboration among parents, teachers and administrators in heritage schools and helped to build a harmonious school culture. Administrator 1005 was proud of the heritage he served, “Many parents are eager to send children to study Chinese in Chinese school, (because we have) a good reputation of teachers, and school activities.” Many heritage schools were community-based. As increasing numbers of parents took responsibility in schools, the schools were able to operate in sustainable ways. Administrator 1006 suggested that administrators in HLS should actively involve parents to participate in school activities, and have their voices be heard. She emphasized, administrators should listen to parents and adopt their opinions.

As 17% administrators interviewed stated, parents were engaged in heritage school development with three results: responsibility to retain the heritage culture, feelings of belonging to the heritage school, and volunteer hours required by the companies they worked for. The first two aspects will be described in the following part of this chapter. The third aspect will be illustrated in the External Support section of this chapter. In heritage schools whose administrators were interviewed, In addition to offering suggestions, parents were engaged in school activities and school duties.

Suggestions. Administrators regularly collected feedback from teachers, students and parents to improve their service. Thirty percent of administrators interviewed recommended that it was helpful and necessary to collect feedback and suggestions from parents, because heritage language schools served the community. As administrator 1020 stated, “Because Chinese school aims to serve the community, (it is important for us to) know what they need is, so we always ask parents what they need, and then if they have

any new desire, we try to meet (it).” Administrator 1013 agreed. The administrative committee that 1013 served was open for all kinds of feedback from parents, students and teachers, such as parents’ expectations and requirements, lesson set-up, school organization, and any restrictions. Administrator 1013 considered parents’ suggestions were made to improve the school, therefore, administrators in HLS were obligated to be open to parents’ voices.

The suggestions offered by the administrators included aspects of school operation, class types, class teaching, textbooks, and school activities. Administrators emphasized the value of adopting parents’ suggestions. If the administrative committees of HLS enhanced their interaction with parents, the result would be better school operations. As 1018 suggested, it was essential for the administrative team to consider voices from the community, because their voices decided the correct direction of the school. Administrator 1015 regarded respecting the opinions of parents as part of the school culture. The HLS that administrator 1015 served took parents’ advice to use new textbooks.

Activities. HLSs held activities with the goal of promoting recognition of heritage cultures in the community and society. In this way, parents and teachers showed their commitment to the community. Administrator 1013 explained his opinion that to keep Japanese culture in the society, it was impossible without parents’ support. Parents and teachers provided supports to heritage language schools because they had feelings of belonging. For instance, the Chinese school itself was a small community 1009. There were many activities that parents and students were involved in. Administrator 1022 said that although immigrants could not return to their home countries, HLSs represented their home countries. Any activity that the school held, the activity would succeed, as long as

parents and teachers were involved. Students also felt belonging when they participated in the activity, such as New Year celebrations, traditional festival celebrations.

In those activities, parents and teachers provided two kinds of supports: manpower and fundraising. As mentioned previously, parents provided suggestions on types of activities that HLS held. They also provided supports to the activities, such as manpower. The HLS that administrator 1001 served had been operated for more than 20 years. People in the community had a close connection with the school. Parents and students all united to help organize activities, such as sports, games, photography exhibition, and dancing team. The HLS that administrator 1022 served held yearbook activities, just as public schools do each year. Besides photos from activities, parents, teachers and students were encouraged to contribute compositions of their experiences in the school during the year. The adults engaged in school activities were usually the parents of students who were enrolled in the HLS.

Eleven of administrators interviewed reported that the schools they served held fundraising activities or parents helped on fundraising. As 1003 and 1022 noted, parents assisted on school fundraising.

On school activities, administrator 1013 explained the PTA in the school he served also involved members from outside the community. Those members established bridges between the heritage language school and other communities. Thus, the HLS he served built up an interactive relationship with other organizations and communities. Administrator 1024 said that, when HLS planned to hold cultural activities, the school advertised the celebration information in the mainstream media, to enhance understanding of multicultural perspectives and to promote heritage cultures in the entire community.

Duties. Besides school activities, parents were encouraged to be involved in school duties. Parents in the Japanese school had the explicit understanding that they were responsible for school duties once their children were enrolled. Parents in the Chinese school that administrator 1001 served voluntarily took turns working in the duty room. Parents on duty took charge of security on school days and supported class teaching in each classroom.

The HLS that 1022 served owned a schoolhouse and parking lot with a capacity of more than 50. There was a volunteer hour policy in the school that encouraged parents to take turns for school duties. Administrator 1022 explained that parents signed up for duties for one day a semester. They could choose to take the responsibilities for security, guarding the parking lot, building management, or ringing bells for classes. In turn, they either received a credit for their volunteer hours to meet the requirement in their companies, or receive a compensation of \$80 for a 4-hour duty. Administrative staff tracked volunteer accounts. If a signed-up parent was not available, other parents would take the opportunity as volunteer hours in their account.

Parents supported HLS with school enrollment. As administrator 1006 said, clients of the Chinese school were not restricted to a single-family unit, but a family and its neighbors and friends. She found that once registration began, four or five families came together to register their children. Thus it was important to prudently evaluate parents' support to a heritage language school, as 1006 explained, if one family did not want to participate in the school, it was possible to lose another four to five families.

External support. Heritage language schools in developed areas grew rapidly, as the ethnic population increased in an area. As a result, those heritage schools now resemble cultural centers for growing ethnic populations. Local government leaders have

been willing to assist heritage language schools. As administrator 1010 said, "Foster community development. School admins and PTOs have become more active in town-wide activities." and administrator 1006 said, as the Chinese population become larger in that area, the chief of police often visited their school. The officer was surprised to see the Chinese population and how the Chinese heritage school served the heritage community. Heritage schools are compatible with both educational programs and cultural center, as administrator 1006 explained, "maybe many associations encounters the issue with fewer members as time passes by, only Chinese schools have the possibility to have double participants (or) even more (as time passes by)."

Interviewee 1013 summarized the relationship that the heritage school built with other organizations with the word "collaboration." He said that many members of the school board were also leaders in other community organizations. Heritage language schools co-organized activities with those organizations. They conducted activities together and supported one another, in an inter-connected relationship in school development. As a result, the relationship between leaders in the heritage school and community organizations was collegial. Heritage language schools accepted external supports from organizations such as local government, public schools, community colleges, universities, local companies, overseas affairs offices of home countries, other organizations, and the public. The supports included volunteer hours, internships, teacher training programs, credit courses, school facilities, teaching materials, cultural festival celebrations, and fundraising (Figure 23).

Figure 23 External Supports to Heritage Language Schools

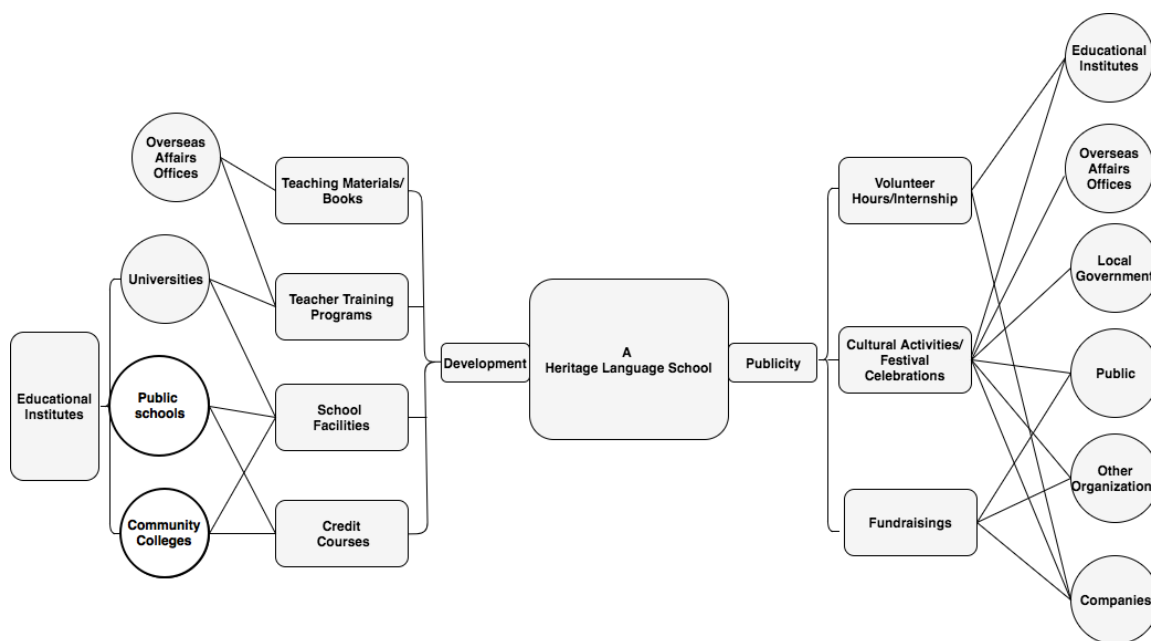


Figure 23 depicts examples of external supports to heritage language schools. The programs were in two categories: development and publicity. Development programs provided teaching materials and books, teacher training, school facilities and credit courses. Publicity programs helped heritage schools establish their reputation and credibility in the community, such as volunteer hours, internships, cultural activities, festival celebrations, and fundraising.

Development Programs. Heritage language teaching and learning is different from foreign language learning. It is not proper to apply traditional native language teaching and learning strategies to heritage language teaching. Heritage language learners typically are descendants of previous generations' immigrants. They speak heritage languages at home and American English in their social life. As Valdés (2005) and Wang

and García (2002) concluded, heritage language learners are either brought up in a non-English language environment, or they may barely know the heritage language. Others may be, to some degree, bilingual in English and the heritage language.

The content of foreign language education implemented at public schools is not satisfactory for the learning needs of heritage language students. Moreover, because heritage language learners only take two hours of heritage language classes on weekends, traditional native language teaching and learning methods do not fit their learning strategies. Heritage language education is still in an awkward situation. There are no proper teaching materials for heritage language learners in the U.S. Additionally, even though language teachers in heritage language schools are native speakers, they need to improve their teaching strategies in order to achieve high education quality. Heritage schools benefit from organizations that provide supports through teaching materials, books, and teacher training programs.

Teaching Materials/Books. Administrators interviewed from Six of Chinese heritage language schools appreciated that the Overseas Chinese Affairs Office of the State Council (OCAOSC) and the Taiwan Overseas Affairs Office donated teaching tools, textbooks and cultural books to their schools. Seven of Chinese school administrators said that the Chinese Schools Association in the United States (CSAUS) assisted its member schools in contacting OCAOSC for donated materials (1015). Materials they donated were appropriate for both cultural enrichment classes and language classes. Besides reading materials, HLS administrator 1001 also received stage properties from OCAOSC, such as drums for the waist drum team, and lanterns for the lion dance team. As administrator 1019 explained, the Overseas Affairs Office of Taiwan donated books to Taiwan overseas Chinese schools every year. The donations were conditional, requiring

the school administrator register annually, so that the office could send books, including textbooks and novels. For schools registered with the Overseas Affairs Office of Taiwan, there was an intermediary organization called the National Council of Chinese School Associations, which helped establish the connection between Taiwanese Chinese schools and the Taiwan government. In addition to teaching materials, OCAOSC also offers teacher training programs for heritage school teachers.

Teacher training programs. There were four kinds of organizations providing teacher-training programs for language teachers in HLSs (Table 4).

- Organizations belonging to government sectors, such as the Overseas Chinese Affairs Office of the State Council (OCAOSC) from Mainland China and the Overseas Community Affairs Council (OCAC) from Taiwan,
- Government supported programs, such as STARTALK programs by the federal government, and Confucius Institutes,
- Non-Government Supported Organizations, such as the National Council of Chinese School Associations and the Southern California Chinese School Council, and
- Academic Institutes, such as foreign language departments in local universities and community colleges.

Table 4 Teacher Training Programs Provided by Other Organizations

	<u>Organizations</u>	<u>Teacher Training Programs</u>	<u>Content of Training</u>
Government Sectors	Overseas Chinese Affairs Office of the State Council (OCAOSC)	Certificate Program for Overseas Chinese Teacher	Professors from Chinese as Foreign Language departments gave lectures
	Overseas Community Affairs Council (OCAC) ¹	Global Chinese Language And Culture Center	Teaching and learning content
Government Supported Programs	STARTALK Programs	Huayuworld.org Teacher Training Programs	Teaching Strategies
	Confucius Institutes	Training Programs	Two-day training for teachers semi-annually. e.g. Total Physical Response (TPR) teaching strategies
Non-Governmental Supported Organizations	National Council of Chinese School Associations (NCCSA)	Chinese Dream project	Professional teachers sent by Taiwan government to support our summer camps
	Southern California Chinese School Council (SCCSC)	Summer Training Program	How to design teaching materials, models of teaching Chinese
Academic Institutes	Universities	Foreign Language Departments	Teaching resources
	Community Colleges	Chinese Courses	Teaching resources

Administrator 1001 described the training programs that teachers from her school participated in, “There are many (training programs) in summers, such as STARTALK, and training offered by Overseas Chinese Affairs Office (of the State Council).” Seven of the administrators interviewed explained that OCAOSC offered certificate training programs annually and the program was free. Teachers participating in the program had

to pass exams to receive certificates. Local Confucius Institutes offered a two-day training program for teachers. The training concentrated on teaching strategies, such as Total Physical Response (TPR) teaching strategies, and they included breakfasts and lunches. Additionally, universities and community colleges offered workshops on teaching foreign languages.

The school that administrator 1019 served was founded by Taiwanese immigrants in 1972 and registered in the Overseas Community Affairs Council (OCAC) of Taiwan at that time. The school cooperated with the National Council of Chinese School Associations (NCCSA), and participated in the Chinese Dream Project of NCCSA. Chinese schools participating in the project would have professional teachers sent to support their summer camps. The Taiwan government sent selected professional teachers to support Southern California Chinese schools summer camps. As a member of the Southern California Chinese School Council (SCCSC), the school's summer camp that 1019 served benefited from the presence of professional teachers sent by Taiwan's government. SCCSC also held two teacher training programs each year for all Chinese teachers from heritage schools, immersion schools and other public schools. As 1019 described, the program focused on instructional design and teaching models of Chinese classes. Teachers from heritage schools benefited tremendously from training programs.

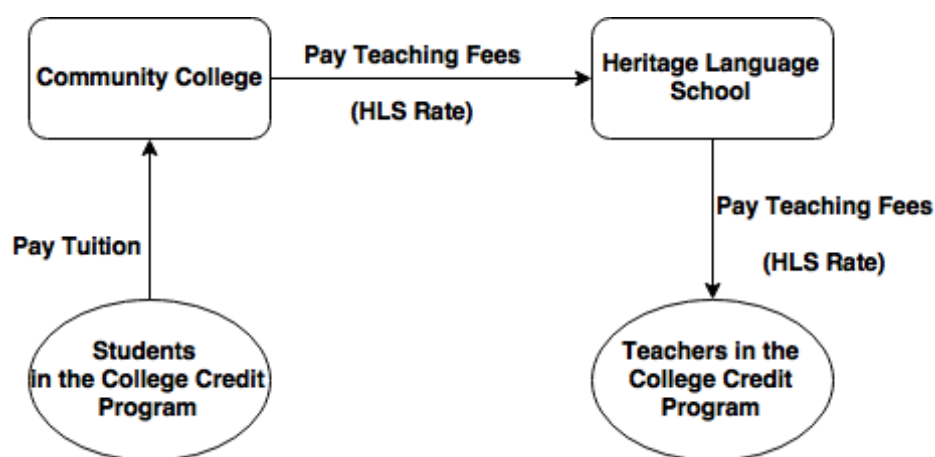
Credit courses. One heritage language school of the 17 in the study offered college credit courses. The heritage language school collaborated with the local community college to offer a college-level credit language course program for advanced heritage language students. Students who completed the two-year program received a total of eight college credits of Chinese language. To meet the requirement of the college

¹ Information from the official website <http://www.ocac.gov.tw>

credit course program, teachers from heritage language schools needed to follow the course requirements in the community college. The collaboration benefitted both the heritage school and the community college. The collaboration increased the number of registered students in the community college. It took administrators from the heritage school and the community college two years to achieve the collaboration.

According to 1009, teachers working in the credit program needed to be trained to meet the requirement of curriculum design, but according to 1020, they did not need to take training to be qualified to teach, because all teachers in that program had degrees and teaching experiences in higher education. The community college also approved their credentials. Collaboration required a change of the heritage school's financial operations. To guarantee the number of registered students in the community college, students needed to pay tuition to the community college instead of the heritage school. Then the community college paid the heritage school for their teachers' classroom time. Thus, teachers in the college credit program received payment through the heritage school, but students' tuition went to the community college (1020, Figure 24).

Figure 24 Tuition Transitions of College Credit Program.



School Facilities. Of the 17 heritage schools that the administrators served, five (29%) of HLSs rented facilities with a low rental rate or at no rental from public schools,

community colleges or churches. The support from those landlord organizations benefitted HLSs and helped with their budgetary concerns (Table 5).

Table 5 Extracts About Supports for School Facilities

Administrators	Extracts
1003	The charge of rent is very little (of the church).
1006	(The community provides) some (support)..... Community college let us rent their facilities with low rental fees.
1011	The church is willing to let us participate in activities. We don't pay rent to the church, but we donate money to the church. We donate \$1,200 a year.
1019	Very often meet with school district superintendent, mayor, personnel from state government and senators. We have received many support. (We have) quarterly meetings (annually), If only they need (support), they all come to us. Last week, we lend a middle school principal equipment, since his school held a fund night.
1020	We have a partnership with public schools, so we can get some help from them, when we need to rent facilities.

Publicity Programs.

Volunteer hours/internship. Public service motivation has been an important predictor of public manager attitudes and behaviors. Youth volunteer programs in high schools have had an impact on elements of public service motivation (Perry, Brudney, Coursey, & Littlepage, 2008). Bellé (2013) reported how public service motivation was an active expression of public values. He suggested that employers encourage workers to develop social responsibility through public service programs. Heritage schools, as public organizations, were likely to accept youth volunteers from public schools, university and corporate employees who donated time in heritage language and cultural programs. One heritage school established a good cooperative relationship with one local university. As administrator 1008 described, the school offered a successful cultural dancing program through the university dance department. The university sent undergraduates to be interns

in that heritage school. According to administrator 1008, because of the school's credibility and success, other programs in the university have expressed interest in cooperating with the heritage school. Seven (30%) of interviewees illustrated how their schools implemented volunteer programs and collaborated with university funding programs.

High schools encouraged students to work as volunteers in the community, and heritage schools benefitted from the policy. Many high school students return to heritage schools and provide examples to younger students. The heritage school, which 1001 served, had a student volunteer team. Students on the team worked in the heritage school as teacher assistants, volunteers in Spring Festival shows, and other community activities. This was the case for three (17%) of other heritage language schools in the study. High school students returned as volunteers in the College Forum, the graduation ceremony, and for other student activities.

Volunteer hours programs in corporations benefitted heritage schools. These volunteer hours policies require employees to contribute a certain number of hours with a 501(c)(3) non-profit organization. According to the Entrepreneurs Foundation of the Silicon Valley Community Foundation (n.d.), employees are paid at their normal salary rate for the hours donated. As administrators 1021 and 1024 depicted, parents who were employees in big companies, such as Emerson Electric, JP Morgan, had an annually volunteer hour duty. Those parents served at the Chinese school and reported the volunteer hours to their companies, and the companies reimbursed their volunteer hours. Administrators from HLSs could also go directly to those companies to ask for community service program assistance.

Cultural activities/festival celebrations. Cultural activities and festival celebrations were unique and important in heritage language schools, because they benefited students' learning and their confidence in their self-identities. These events also promoted heritage cultures and the work of heritage schools in the community. Students from heritage language schools practiced heritage languages and knowledge of heritage culture they had learned through performing in cultural activities. Administrator 1005 described her experience with the local Confucius Institute when they cooperated with the annual language festival. The language festival mainly focused on Chinese language and cultural knowledge. Therefore, students in the HLSs were highly encouraged to participate in the activity. In that way, students took the opportunity to review what they had learned. Administrator 1001 stated that students from the folk dance club, martial art classes, calligraphy classes, and painting classes performed their products and skills in cultural activities. Students who showed talents in cultural activities simultaneously felt a sense of belonging in heritage schools. As administrator 1014 explained, when her child participated in those events, he felt like he belonged in the community because there were so many children like him. She commented on her child's psychological cognition, "it is a self-identification (in the children generation)." Administrator 1014 defined the activities that Chinese school held or participated, as "the contribution to the self-identification of Chinese-American kids."

Participation in cultural activities was interactive. Local organizations or governments often hold cultural activities on American holidays such as Independence Day, and invite heritage schools to perform. On important festival celebrations, heritage schools traditionally hold celebrations and invite community and governmental leaders to participate, as administrator 1013 said, they connected closely with the larger community,

and they did have different organizations as collaborating together on different community events.

Activities that heritage language schools held. Promoting heritage cultures was one of the important missions for heritage schools. Chinese and Japanese heritage schools all held various festival activities and New Year performances and invited the public to celebrate (Table 6).

Table 6 Activities Heritage Language Schools Held

	<u>Activities</u>	<u>People/organizations Invited</u>
	New Year Celebration	Sister City Association
Japanese Heritage Language School	Book Sale	The public
	Bake Sale	
	Spring Festival Celebrations	Principal of community college
	New Year celebration	Senators
	Food Festival	governors and commission members
	Chinese Cultural Day	non-profit organizations
Chinese Heritage Language School	Chinese school forums	Representatives from Chinese
	Speech competitions	embassy and OCAOSC
	Play	Officials from the city government
	Choir	Officials from Board of Equalization
	Interior Design of schoolhouse	(BOE)
		Superintendent of public school
		district
		Representatives from Jewish
		community
		Principals from local international
		companies/projects
		Teachers and students from public
		school Chinese language programs
		Public schools and universities
		Undergraduates from Design

department

The public

Administrator 1010 served as a board member in a Chinese school. As she explained, the school was an integral part of the community. They hosted the annual Chinese Cultural Day, inviting officials from city government and the Board of Equalization (BOE). She invited the superintendent and the guidance department of local public schools to the Chinese school for forums. She invited people from the Jewish community to have a discussion seminar with parents, and had cooperation with local elementary schools. They put on multicultural shows in elementary schools.

Administrator 1015 wanted to build a connection between mainstream communities and the American-Chinese community through the interactions on cultural festival celebrations. He explained that the Chinese cultural presence was popular to the public. They invited senators, governors and commission members to attend festival celebrations, as well as leaders from local international companies or projects. Governors routinely gave a speech of congratulations at Spring Festival celebrations. Governors have been able to build a connection to the Chinese-American community.

The school that administrator 1021 served cooperated with local Immersion Chinese programs, serving students who were predominately non-Chinese children. The school invited students from their Chinese programs to perform on China Day.

Administrator 1023 invited college students from the interior design department to do a design project for the school building. In the process of working on the design case, and interviewing board members, students learned about Chinese culture.

There was only one Japanese administrator interviewed. The administrator of the Japanese school explained that they held bake sales and book sales which were open to the public to raise funds. The administrator from the Japanese school said, the school was

more likely to send performers on New Year's celebrations instead of holding their own celebration. Section 2.2 displays activities that heritage language schools shared.

Invitational Activities for Heritage Language Schools. Establishing connections with mainstream organizations was a bi-directional interaction. Governments invited influential heritage language schools to perform on important holidays. Public schools, city libraries, and other community organizations held annual cultural activities. Heritage language schools, as representatives of their languages and cultures, were invited to participate in the activities each year (Table 7).

Table 7 Invitational Activities for Heritage Language Schools

	<u>Host Organizations/Leaders</u>	<u>Activities</u>
Japanese Heritage Language School	Sister City Association	New Year Celebration
		Japan Festival
Chinese Heritage Language School	City government	Multicultural Exhibition
	Vehicle companies	Chinese Spring Festival
	Public libraries	Celebration
	Public schools	Independence Day Celebration
	Shopping Mall	Asian Festival
	Chinese Association	County World Language Day
	Chinese Christian Group	Annual Teaching Chinese in
	Community Organizations	Public Schools Day
	Mayor	International Festival
	State government	
	Federal government	

The Japanese school established outreach connections through its foreign language classes and fellowship organizations. They celebrated Japanese New Year with

the fellowship organization, called “Sister City” associations. As administrator 1003 depicted, they contributed to the celebration as performers by sending dancers.

The school that Administrator 1009 served cooperated with public schools. The school went to support “County World Language Day” every April. Besides public schools, activities were held by the state government; local shopping malls also invited the school to perform. Administrator 1009 said, those activities were opportunities for the school to get along with the mainstream community, and let people from mainstream community acknowledge the Chinese community.

The school Administrator 1019 served had been prominent for decades. For important events such as Independence Day, the school was invited to participate. Administrator 1019 said, “Our (good) reputation has been established for a long time, they all know (our school).” Administrators from the school cooperated with the mayor, state government, and the federal government. 1019 as the principal was elected as “The Woman of the Year” in 2014. The mainstream community recognized the school’s service. “Almost people from our school won the awards each year.”1019 said.

Chapter 4 focused on the impacts that the four independent variables had on heritage sustainability. There were also inter-correlations among the four independent variables. Chapter 5 will show how independent variables affected each other in both quantitative and qualitative ways.

CHAPTER 5

QUANTITATIVE AND QUALITATIVE FINDINGS OF INTERCORRELATIONS AMONG FOUR INDEPENDENT VARIABLES

In Chapter Four, Figure 10 indicates the correlation of each of the independent variables that significantly affect sustainability of heritage schools. Interactive correlations among the four independent variables are concluded in the correlation statistic results in Figure 25.

Figure 25 Correlations Among Variables

		Correlations				
		<u>Sustainability</u>	<u>Administration</u>	<u>TeacherProf</u>	<u>Funding</u>	<u>PubSupport</u>
Sustainability	Pearson Correlation	1	.560**	.801**	.713**	.771**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	74	73	73	73	74
Administration	Pearson Correlation	.560**	1	.513**	.166	.171
	Sig. (2-tailed)	.000		.000	.160	.148
	N	73	73	73	73	73
TeacherProf	Pearson Correlation	.801**	.513**	1	.393**	.337**
	Sig. (2-tailed)	.000	.000		.001	.004
	N	73	73	73	73	73
Funding	Pearson Correlation	.713**	.166	.393**	1	.567**
	Sig. (2-tailed)	.000	.160	.001		.000
	N	73	73	73	73	73
PubSupport	Pearson Correlation	.771**	.171	.337**	.567**	1
	Sig. (2-tailed)	.000	.148	.004	.000	
	N	74	73	73	73	74

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 25 demonstrates the Pearson correlation values of variables, indicating the linear relationship among five variables. The more proximate the value of Pearson correlation was to zero, the greater the variation of the data was close to the line of best fit. As Figure 25 indicates, in the two-tailed Pearson correlation ($p=0.01$) setting, administration significantly affected teacher professionalism ($r=.000 < .01$). Funding significantly affected teacher professionalism ($r=.001 < .01$) and public support ($r=.000 < .01$). Public support significantly affected teacher professionalism ($r=.004 < .01$) and funding ($r=.000 < .01$). Although teacher professionalism was the most important variable related to heritage school sustainability (Figure 10 and 11), sustainability was influenced by all of the independent variables, as administrator 1018 stated, “Teacher, students, administrative staff and parental cooperation, were all important. There was no single aspect more influential than others, and administrators had to take care of all factors.”

All four elements interacted with one another. The following part of this section will illustrate the details of the interactive correlations among four independent variables. As administrator 1013 emphasized, “School to be successful, we need to have a strong and dedicated administration, teachers and good community support.” The following section reveals the correlation that Administration, Public Support and Funding have with Teacher Professionalism.

Administration and Teacher Professionalism

As discussed in Chapter Four, a stable administrative team is the foundation of a stable teacher team, indicated by the correlation between administration and teacher professionalism. Administrator 1013 described the importance for administrators to improve teacher professionalism in HLSs. To provide high quality education for students,

administrators needed to keep track of the best teachers available in the region, and offer high quality training and training opportunities for teachers. To develop teacher professionalism, the administrative team in a heritage school must provide opportunities for teachers' professional growth. As administrator 1009 advocated, to keep good teachers, a school should provide a good system and cultural environment. Closely connecting teachers with the school increased feelings of loyalty to the school.

Administrator 1013 emphasized that one unwritten rule in the school was that teaching was the No. 1 priority. The importance of providing training programs was that teachers' voices could be heard, and teachers received professional development with training simultaneously.

Administrator responsibility to support teachers was embedded in five aspects: Opportunities for less experienced teachers to learn from more experienced peers. Opportunities for teachers to exchange teaching experiences in academic conferences. Team support for teachers. Financial support to teachers, and Evaluation.

Opportunities for new and less experienced teachers to learn from experienced peers. Among the heritage language school leaders interviewed, eight (35%) provided learning opportunities for new and less experienced teachers. Administrator 1013 said the school he served had successfully trained many teachers from different backgrounds. He emphasized, "I think this is the best way to retain good teachers, and know teacher fit needs." Administrator 1019 described how vital it was to honor and respect teachers' teaching. Although many teachers in HLSs did not have teaching experiences, administrators were very willing to provide training for them, especially training on how to exercise patience with U.S. students. Administrator 1001 explained that new teachers who were qualified to be a teacher in the HLS she served would observe classes in all

grades, including lower grades, middle grades and higher grades, and two other advanced classes. For new teachers who filled positions of teaching Chinese as second language (CSL) curriculum, they would observe two more classes. Then all new teachers needed to participate in teaching and research programs before teaching.

For less experienced teachers, administrator 1018 noted how they provided supports, “If some teacher were not able to achieve the standard to be qualified, we would arrange them to observe classes, and participate in trainings.” They also asked licensed teachers to teach non-licensed teachers educational rules and strategies. Administrator 1018 said, “Basically, we try to make use of all resources to help our teachers.” Administrator 1006 also encountered the phenomenon that one teacher prepared for classes with a serious attitude, but students and parents did not acknowledge her teaching. Therefore, administrators provided the teacher with learning opportunities by observing other classes and registered her for online teacher training. Teachers progressed at varying rates. 1016 explained that some teachers improved fast, but some were slower. Administrators focused on the attitude of those less experienced teachers. She said, “If the less experienced teacher is very sincere, we better offer another opportunity for her.” The school that administrator 1010 served had a grade level coordinator. If a teacher was not able to achieve the standard to be successful, the grade level coordinator would coach the teacher.

Professional development opportunities for teachers. Administrators not only organized regular in-house training and peer interaction chances for teachers, but also sought extensive support for teachers, e.g. “offering free training sessions, such as paying (for) trainings for our teachers”, “... we also provide continued education opportunity for

teachers." (1015) "As the principal, it is important (for me) to find different things for teachers to learn, more new things. Such as the design for flip classes." (1019).

In-house training opportunities. Of heritage language school administrators interviewed, 88% of heritage schools provided regular in-house training programs for teachers. That training were mandatory for teachers, e.g. "We offer three times teacher training a year. Basically, before school year begins. Training programs are mandatory for teachers," (1009). In-house training aimed to generalize teachers' voices and share their experiences on teaching issues. Through in-house training, administrators identified big differences in teaching philosophy among teachers, the school administrator 1001 observed, That school offered teaching and research programs twice a year. In the programs, teachers discussed issues they encountered while teaching. Training topics included the connection between grades, students' evaluations, new teaching strategies, and learning technologies. In the school that administrator 1007 served, an administrator filmed at least one teacher's class each semester, and used the film as the discussion material in their in-house training program. Administrators preferred to present examples of teaching and let teachers discuss rather than defining right or wrong. As 1007 emphasized, administrators expected teachers to communicate, rather than teaching on their own.

Extensive supports. Even though training support programs were provided by external organizations, it was the administrators' endeavor to successfully establish support. As administrator 1013 described, they collaborated with outside training programs and provided those programs to teachers. Because of administrators' recommendation and encouragement, approximately 2/3 of teachers participated in the training programs.

Team Support for Teachers. Administrators in heritage language schools used their strengths to provide team support and reinforcement to teachers, such as IT support, instructional support, collection of feedback for teachers, and counseling. The Chinese school that administrator 1013 served provided IT support for teachers. The school had its WeChat groups that helped teachers communicate with students and parents and its own grade software. The IT team specifically supported teachers with their difficulties with apps or computer programs. Besides IT supports, the administrative team that 1013 served also did research for new and better programs and activities that matched the new goals for planned curriculum development. As 1013 suggested, if administrators could provide whatever teachers requested, they would implement support to provide resources for teachers as soon as possible.

Administrators provided reinforcement for teachers by observing classes, keeping in touch with parents, and collecting feedback from parents and students. As Administrator 1019 described, they kept teachers updated with that feedback and let teachers discuss how to make parents and students acknowledge their teaching. Administrators in the HLS that 1008 served spent efforts on selecting teaching materials and on instructional design. The school 1018 served had a teaching director who met with teachers weekly by checking their syllabi and teaching plans. Administrator 1015 emphasized the importance of counseling service for teachers in HLSs. If teachers encountered problems with students or parents, they could come to talk to administrators at any time in the school 1015 served.

Financial support to teachers. Of interviewed administrators, 12 (52%) illustrated that the HLSs they served provided financial supports to teachers. There were

two kinds of financial supports HLSs provided for teachers: budgeting for teacher training programs, and budgeting for teachers to purchase awards for students.

Besides the opportunities for teachers' professional development in and outside school, to encourage teachers' participation, HLSs provided financial support to teachers. Administrator 1006 expressed her understanding of the schedule conflicts that teachers encountered. She said that 90% of teachers either had full time jobs, or were full time housewives. They might need to take care of their children or their work, which caused conflicts with training schedules. Therefore, the school 1006 served provided bonuses at the end of the year for teachers who participated in training. Similar to 1006, Administrator 1001 explained that the school offered compensations and bonuses at the end of each school year for teachers who joined in training programs outside school. For instance, the training offered by the Overseas Chinese Affairs Office of State Council were free, so the school covered teachers' lunches, \$40 for each teacher. If there were academic research reports, the school reimbursed registration fees. If teachers joined training lectures in other states, the school reimbursed transportation fees and hotel expenses. In the school that administrator 1001 served, the budget for teacher training was about \$3000 each year. The budget plan varies each year depending on the pay scale of teachers. Administrator 1013 said that the school he served also paid for training for teachers. As he stated, if the training was not expensive, the school covered all the costs for teachers. If the training was expensive, the school covered half of the training charges to attend the training.

Administrators 1003, 1016 and 1018 stated that the schools they served provided funding support for classes. Teachers had to encourage students and give them some rewards and the school had a budget for that. "Each month there was about \$20 for all

teachers.” 1018 explained that the school provided funding for teachers to buy gifts worth \$1 or \$2 per student to encourage student learning.

Besides financial support for training participation and rewards for students, there was one school of the 17 that raised teachers’ salaries according to the number of students registered. The school 1011 served provided compensation for students’ attendance. It was a policy to encourage teachers’ implementation of student-centered teaching strategies. If a teacher’s style was engaging, his/her class would attract more students to register. According to the number of students, the school offered \$1 per student for teachers. Thus, for each extra student, the teacher would be paid \$1 more each hour.

Evaluation. Of administrators interviewed, eleven (49%) conducted evaluations of teachers’ performance. Administrator 1001 used quantitative evaluation, collected and analyzed by the executive committee, to measure teachers’ performance. The results played an important role in curriculum arrangement in the following year.

The evaluation included five criteria:

1. Whether a teacher positively participated in organizing school activities, such as program practice, organizing Spring Festival show, speech competition, teacher training. There is a percentage to measure each item of this criterion;
2. Students’ tests scores
3. Students’ and parents’ feedback through questionnaires each semester;
4. Class observation evaluated by teachers (peer evaluation), parents, and administrators. Values were demonstrated in percentage; and students enrollment in the class.

Similar quantitative evaluation was implemented in the HLSs served by administrators 1005, 1006, 1009 and 1015. Administrator 1006 indicated that the school she served had software, through which administrators could identify teachers' evaluation of students' homework and classwork online in real time. Administrator 1006 emphasized the importance of students' interest to continue Chinese study. If a teacher was successful, the teacher could engage students in their minds. Therefore students' enrollment in that teacher's class was vital. 1006 said, "If 20% parents did not like the teacher, but 80% students like the teacher, we cannot say the teacher is not successful."

However, administrator 1001 found the quantitative evaluation was not objective enough for measuring teachers' performance, because it was difficult to define positivity of a teacher's performance. As she explained, "Quantitative measurement is not always objective. Since it is very subjective to measure a teacher's success, (even though) forcibly demand to make it objectively, (there must be) many defects." Therefore, there were various qualitative evaluations on teachers' teaching. One was students' performance on competitions. Administrator 1010 noted that in grade level demonstrations of the school she served, the differences in student achievement demonstrated how much effort a teacher put in, and whether the teacher's teaching was sufficiently effective.

Teacher Professionalism and Public Support

Educational quality affects the public support received. Nine (39%) of administrators said the quality of education in heritage language schools is affected by the amount of supports the school received. As administrator 1015 stated, "Parents have a relative higher demand to the Chinese class." Administrator 1006 explained that parents

focused more on teaching quality. Thus the school must be competitive and must cohere among other heritage language schools, including Chinese programs of local public schools and Chinese immersion schools. Only in that way, administrator 1006 said, the school would have the strength to attract parents and students.

Teachers Professionalism and Funding

Of the administrators interviewed, 22 out of 23 (96%) believed that it is better to raise teachers' salaries in order to retain professional teachers. Administrator 1005 suggested that higher salary can retain good teachers. Administrator 1017 declared that if the school had more funds, administrators could offer higher salary rates for teachers, lower the tuition rate and sponsor more activities for parents. Administrator 1025 commented that even though the school without tuition attracted many people, without funds, it led to a loss of teachers.

Public Supports and Funding

As registered non-profit organizations, heritage language schools were eligible to apply for grants and to collect donations from other organizations and the public. Public supports were in direct proportion to funding. Administrator 1015 explained that the school tried to cooperate with education departments in the area to hold events on diverse languages and cultures. In that way, the school could apply for grants from the city and state. Without public support, a heritage school might lose funding resources, or even encounter deficits. As 1015 recounted, the school rented a schoolhouse from a local public high school, but the public high school increased the rental by 40% each year. As 1015 complained, "Even though we have more students enrolled each year, the tuition

collected can't meet the needs of the rental increasing." Therefore, the school he served encountered deficits for many years.

Summary

Although the quantitative and qualitative results indicated that teacher professionalism was the most important factor affecting heritage school sustainability, an analysis of all independent variables indicated that student enrollment was an important factor. Administrators interviewed asserted that to achieve sustainability, teacher professionalism should be the central element to increased student enrollment. Administrators needed to provide opportunities to develop teachers' professional growth. Administrators believed that more professional teachers would lead to increased student enrollment. A stable administrative team guaranteed a stable educational environment, with professional teachers, positive school cultures, and relevant curricula. All administrators required sufficient funding, whether derived from tuition, grants, or donations from the public. As funding levels improved, heritage schools provided more cultural enrichment classes to attract more students. With sufficient funding, a heritage school could hold more cultural activities to engage more people from the mainstream to pay close attention to their heritage culture. In that way, students in heritage schools would proudly embrace their culture as the inherent treasure that it is, and be willing to study the heritage language and culture. After all, the core mission of a heritage school is not to sustain a business model; the mission of each school is to sustain a culture, and cultural identity.

CHAPTER 6

OTHER ELEMENTS AND CHALLENGES

Heritage schools sustain the heritage culture and assist immigrant generations to embrace their cultural identity. High student enrollment means greater opportunities to sustain heritage cultures.

Elements Affecting Sustainability of Heritage Schools

Administrators from heritage language schools cited three additional elements that affected heritage school sustainability: the independence of heritage schools, commitment of staff, and political and economic environment.

Independence of HLSs. Even though heritage language schools had opportunities to cooperate with the public and other organizations in their development, administrators explained that independence ensured that heritage language schools would receive more internal and external supports. Thus, independence, as 1006 and 1012 suggested, was the primary element of heritage school sustainability. Administrator 1006 said that the reason the school received tremendous supports was that the Chinese school was independent. Administrator 1012 suggested that a heritage language school must be independently developed by itself first. The acknowledgement of parents and students was more important than external support.

Commitment of staff. Administrators discussed the importance of school staff commitment in HLSs. Heritage language schools were organizations serving communities. Providing disinterested services was vital to sustainable development of HLSs. As administrator 1024 noted, heritage schools needed dedicated service and teamwork.

Political and economic environment. Many Chinese heritage schools in the U.S. were initially established by immigrants from Taiwan in the 1950s, and registered in the Taiwan Overseas Affairs Office. During the 1990s, however, the number of immigrants from Mainland China began to grow. Many of the Chinese heritage schools established in the 1950s were eventually taken over by administrators from Mainland China. This complex history means that many heritage schools had difficulty applying for grants from the Chinese Overseas Affairs Office. As 1019 reported, administrators in the school she served were afraid of the conflicts between Taiwan, China and Mainland China which were related to political conflicts. When the school applied to the demonstration school from the Chinese Embassy, the Chinese Embassy did not recognize the school. It was difficult for the school to apply for a grant from the demonstration school from the Overseas Chinese Affairs Office of the State Council.

Challenges of Heritage Language Schools.

Increased numbers of heritage schools in the U.S. meant that administrators encountered many challenges in school operation. The primary issue was loss of students, and secondarily, how to allocate time for both administrators and teachers.

Enrollment loss. Chapter 4 illustrated in detail ways that heritage language schools attempted to attract high school students, such as volunteer hours, teacher assistants, and voluntary clubs. However, fewer and fewer students are registered in intermediate grades or above in heritage schools. Among the 17 heritage language schools, 15 (88%) encountered enrollment loss among high school students. One reason was that many heritage students in high school had busy schedules. As administrator 1024 said, students in K-12 grades usually were not able to take higher-level Chinese

classes in the heritage school, since they had schedule conflicts. Similarly, administrator 1015 gave details of enrollment distribution. When checking the status of students, administrator 1015 found that the number of students decreased as they aged. In kindergarten and first grade, the number of students was at the top of the curve, and the curve gradually glided from second to seventh grade. The school 1015 served canceled Chinese classes after seventh grade, because students in eighth grade or above had to decide between Chinese school and public school.

Another reason was that when public schools provided foreign language courses, this competition caused decreased student enrollment in heritage language schools. Fortunately, some high school students persisted in learning heritage languages because their parents were very supportive. Reasons affecting student enrollment became operational directions that administrators worked on. Administrator 1006 explained that it was difficult to keep students continuing to learn Chinese once they were in high school. She considered parents were the core that affected continuous Chinese learning. She emphasized the importance of parental engagement.

Administrator 1007 said that the issue the school encountered was a serious enrollment loss of middle grade students. The Chinese programs that public schools and the Chinese immersion school offered were very competitive with Chinese schools. 1017 considered teaching skills and strategies to be the core to retain student enrollment.

School management. Nineteen administrators in non-profit heritage schools were volunteers who were passionate about their jobs. However, their work within their schools was not limited to weekends, e.g. “I work at the Chinese school on every Sunday afternoon, but the work I have to deal with needs more time and effort in weekdays” (1005). Although aware of the importance of team stability in dealing with school

operation, administrators admitted that they encountered many challenges and governance weaknesses. Sixteen (70%) administrative staff who worked in non-profit heritage schools did not have sufficient access to establish networks with other organizations. Seven (30%) of them expressed the needs of professional trainings in school administration.

Conflicts of schedule and efforts. Cultural activities and school programs all needed time and administrative effort to plan and arrange. Staff in non-profit heritage schools were primarily part-time. There were many conflicts in scheduling and effort. Administrator 1015 emphasized the importance of connecting with other organizations. However, administrators in the HLSs did not have many opportunities to cooperate with community leaders. Because they all had their own jobs, and served in the Chinese school as part-time staff, they did not have much energy to engage in connections within the community. Administrator 1017 was concerned that the business of administrators with their full-time jobs was the weakness of governance in the Chinese school. Administrators were not able to pay more efforts to the Chinese school. “It is impossible to request everyone to work industriously (in the Chinese school) as you expected.” 1017 said.

Short of professional knowledge. Of the administrators, eight (35%) expressed a need for professional knowledge in school management. Of the heritage language schools in the study, sixteen (94%) were operated by passionate amateurs, such as parents. As 1001 explained, parents voluntarily served as administrators despite lack of professional knowledge. They were fond of supporting community activities, instead of organizing or personnel functions. Thus, administrators in the HLS frequently encountered lack of energy in organizing school activities, or managing teachers’ skills.

Administrators 1006 and 1007 both indicated that there were many weaknesses in the administrative system, because not all administrators were professionals. 1006 emphasized that it was better to find a full-time principal. Even though the Chinese school was a weekend school, it had many students and classes. Although administrators with fulltime jobs expected to deal with details in the school administration as professionals, the limitation of their efforts and time restricted the possibility to achieve the expectation. Administrator 1016 raised her point of view of balance in pain and gain of administrative work in HLSs. Administrators were supposed to be in a life-long position, but there was no pay in the school she served. In addition to no payment, they contributed, donated, and spent a lot of efforts on the school operation. “We are not professional,” she said, “We (even) don’t have time to write down missions, plan, strategies, since every administrator has a full-time job.”

Administrator 1018 found that administrators in the school she served still studied administration even though the school had been established for more than 20 years. Another issue caused by lack of professional knowledge of administration was when encountering unusual issues, when decisions were in dispute. It was not easy for administrators to make final decisions. Administrator 1022 identified an issue in leading teachers in the HLS. Because there were no standards of teaching heritage languages, they were looking for professional people to take charge of educational administration fields.

Conflicts of interests among administrators. Because most administrators interviewed did voluntary work at heritage schools, they encountered many interactive conflicts of interest in administrative teams. The conflicts might affect consistency of school policy implementation. Administrator 1010 explained that administrators varied in

management style and philosophy. Some emphasized growth in size whereas others wanted to ensure the quality of the programs. Administrator 1021 explained that because the school was volunteer-based, if a teacher could not performance as promised, it was difficult to dismiss them. Administrator 1018 pointed out solutions to this issue. If the administrative team acted together, and was aware of the trends globally of teaching heritage language and other relevant information, the administrative system would approach perfection. Administrator 1013 suggested that when encountering conflicts of interest, it was vital for administrators to seek common ground, so that they could retain organizational health and growth.

Most administrators interviewed from heritage language schools were not paid for their work in their schools. What they were doing to maintain the continuation of their heritage language education mostly relied on their enthusiasm. This chapter depicts other elements affecting heritage schools' sustainability and challenges those administrators encountered in operation. Chapter 7 will give an overview of the study.

CHAPTER 7

CONCLUSION

As an exploratory study, sustainability and administration in heritage language schools can be a foundational study with practical significance. Heritage language schools are a unique field for academic research. The attributes of operating and studying a heritage school combine traits of both educational administration and business administration. School founders can apply the models identified from the findings to a newly established heritage school, and track potential issues of administration in that school. Administrators in existing heritage schools can apply relevant findings to their operations.

The researcher's Chinese identity was of great assistance, because it was relatively easy to quickly establish credibility and trust among Chinese-American groups in the U.S. Of 23 administrators interviewed, 22 were from Chinese heritage schools. The Japanese school administrator was introduced by a Chinese administrator. All 23 administrators were receptive and forthcoming to the interview questions. Some administrators' voices are still vividly recalled. Administrators interviewed shared history of the heritage schools they served, as well as the inspiring moments and conflicts they experienced. The question of heritage language school sustainability gradually became a story about retention of heritage cultures in the U.S. More than merely academic research, the study and story of heritage language school sustainability demonstrated the actual work and care that has been devoted to sustain heritage cultures, the perspectives of immigrants who have struggled to provide relevant educational opportunities for their descendants, and how they have assisted members of their cultural community as they

enter the mainstream of U.S. society.

Four administrators interviewed shared experiences of renovation in the schools they served. One was 1023. The school he served changed the traditional hierarchy model. Traditionally, if a heritage school was an independent organization, it would have a board of directors and the board assigned the principal; or the heritage school affiliated to a community organization, and the board of the community organization served the highest level in the hierarchy. The school that 1023 served was an independent heritage school two decades ago. With a successful operation and a stable, growing enrollment, the school exercised the function as an umbrella organization. In addition to the Chinese heritage school, the school supported three other entities. As the school expanded, its board had more members and more departments to take charge of specific operations in those expansive entities.

The second impressive administrator was 1001. The school she served utilized quantitative surveys and qualitative methods to evaluate teachers' performances. Administrator 1001 emphasized that even using quantitative methods, there were still biases in evaluating teachers' work. Therefore, integrating both methods would demonstrate an unbiased approach to measure the teacher's teaching.

Administrator 1015 gave a definition of heritage school sustainability based on his administrative experiences. Administrator 1015 highlighted that the existence of a heritage school over 20 decades did not mean sustainability. Instead, if the heritage school could not achieve financial sustainability and a stable improvement of its facilities, professionalism as well as curriculum, it was only surviving. The most severe issue that heritage language schools encounter has been enrollment loss of secondary students. Administrator 1020 and her team endeavor to establish the cooperation with

local community college to offer college credit courses for secondary students. That schools that have successfully incorporated college credit courses indicates that there are infinite possibilities for innovation in sustaining heritage schools.

Just as the four administrators described in the study, all four independent variables, administration, teacher professionalism, funding and public support significantly affected heritage language school sustainability. Administrators in heritage language schools should pay attention to how those four independent variables affected heritage school sustainability and the inter-correlation among those four independent variables. A heritage school's administrative framework is built on planning, organizing, and staffing. The vital positions of a heritage language school are principal, finance specialist and coordinator. The framework and vital positions are all required for heritage language school sustainability. Financial sustainability is the most important component of school sustainability. People who serve in the three vital positions have the most important roles in assuring financial sustainability. The emphases on staffing to achieve sustainability in a heritage language school contains two aspects: teacher salary and teachers' professional development.

Foundation of Administrative Framework

Administration in heritage language schools falls within the scope of public administration. Thus planning, organizing and staffing are paramount as the foundation of administrative framework in a heritage school.

Because the long-term goal that heritage language schools genuinely wanted to achieve was the sustainable development of heritage culture in society, the objective of a heritage language school is to serve the community. Therefore, the non-profit

organizational model provides a more appropriate and functional model than does the for-profit paradigm in planning.

There were three advantages for a heritage language school to register as a non-profit organization. First, by registering as a non-profit organization, the heritage language school must claim its mission in the registration articles. To sustain the heritage culture and language in the community, the attributes of a nonprofit organization protect the retention of the mission from diminishing even when the school needs to reorganize. Second, because non-profit organizations are tax-exempt, a registered non-profit heritage language school has a financial advantage over a for-profit business model. With tax savings, a non-profit heritage language school has access to more funding available to achieve its mission. Third, to generalize the heritage culture and language to the mainstream, the heritage language school should have the principal motive to promote general welfare. As Bryce (2017) explained, the primary impetus of a nonprofit corporation is to advance public welfare. The primary impetus that drives the heritage school is to establish the understanding of the heritage language and culture for the public. Additionally, the mission of service to the community can serve as a springboard that accelerates people's movement from their ethnic communities, and enter the mainstream of society.

Additionally, non-profit models require boards of directors to supervise executive committees within the organization, and in non-profit organizations, authority is normally decentralized. To implement the model of non-profit organization, a heritage language school can either register as an independent non-profit organization, or affiliate to a non-profit organization. Among heritage language schools included in the study, most of them chose to register as non-profits instead of for-profits in the U.S.

No matter which method the heritage language school chooses to follow as a non-profit model, the school must operate within a set of bylaws. Bylaws are the fundamental laws of a heritage language school, stipulating memoranda and preventing the organizing system from disintegrating or splitting up the heritage language school's organization. Memoranda of bylaws should follow federal and state laws of organization, and stipulates responsibilities, obligations and terms of service of all members in the school. Bylaws should be made, discussed and voted on the board of directors before implementing.

The second vital part of planning is hierarchy. In a heritage language school, to prevent the principal of the school executive committee or the president of the board from centralizing authority, a power equilibrium hierarchy enhances decentralization of administrative power and creates a healthy administrative system. For instance, if the president of the board has the authority to approve budgets, s/he should not have absolute control over organizational bank accounts, and staff in executive committees should be charged with specific division of labor in the school, such as teaching, financing, and parent-teacher organization.

Organizing in a heritage language school refers to a stable framework. A stable framework of a newly established heritage language school requires an interact-supportive structure. At the top of the hierarchy, it is the board of directors. Members in the board are elected by stakeholders of a heritage language school. To prevent coalition formation in the top levels in the school hierarchy, the ideal board membership number appears to be an odd number of members that is greater than ten. The board of directors hires the principal and determines the operation direction of the heritage language school. After the principal is hired, he or she will organize the executive committee which then takes responsibility for operating the school. The executive committee includes

assembling the staff which is responsible for teaching, finance and parent-teacher group. Interaction between the board of directors and the executive committee should be avoided. Either the executive committee, the board of directors or the outreach program takes charge of the outreach program. Outside the hierarchy, a high-quality education in a heritage language school requires the oversight of a teacher advisory committee, to evaluate teachers' performance, and to offer professional development training and other enrichment activities for faculty members. The president of the teacher advisory committee is also a board member. Other advisory committee members are community leaders from outside the heritage language school; they do not take any position on the board of directors, the executive committee, or the teaching staff.

To ensure a stable framework for sustainability, it is vital to have a cohesive administrative team. The principal and the executive committee are responsible for organizing the heritage school. Organization of a heritage language school plays a dominant role in achieving financial sustainability. The fundamentals of organization include rational allocation of tasks to part-time administrative staff, recruiting ideal teachers and providing professional development for teachers to improve the school's competitive advantage, and establishing connections with other organizations. Because the principal of a heritage language school serves the role of decision-maker in the organization, sustainability requires a full-time principal to problem-solve, innovate, create, lead and be efficient. The principal's responsibilities include organizing staff through the executive committee, signing contracts with insurance companies, renting facilities, and preparing all handbooks for teachers and parents.

Besides the principal, an executive committee requires an administrative staff, such as a secretary, treasurer, vice principals, or directors. The administrative staff can be

part-time, but it must be responsible for the parent-teacher organization, finance, teaching and other school activities. The parent-teacher organization in a heritage language school supports school activities and establishes understanding between parents and teachers. Those responsible for school financial issues should be professional practitioners in a field related to accounting. Administrative staff in charge of teaching should be comprised of people from educational fields. All executives are expected to behave in a united way, and support the principal's agenda and mission.

Teachers are vital to a heritage school. As indicated in the study, teacher professionalism was the most important element of heritage school sustainability. Even though it is difficult to have all teachers from professional backgrounds, it is necessary to set a teacher advisory committee outside the executive committee but affiliated to the board. Members of the teacher advisory committee should be professional teachers and professors. The teacher advisory committee is responsible for teacher recruitment and teachers' professional development, including educational training programs and teaching evaluation. Recruiting expected teacher candidates is a vital point of staffing in a heritage language school. Within the professional teacher advisory committee, most teacher candidates working in a heritage language school are full-time mothers who want to learn scientific teaching methods. In this way, full-time mothers have an opportunity to develop interests, skills, and experiences that may lead to future development and professional opportunities. A sustainably developed heritage language school should provide high-quality training programs and experiences at least annually, for both administrative staff and teachers, to advance their professional evolution.

Vital Positions in Administration

The principal, the financial specialist, and the coordinator are vital positions in a heritage language school. The principal organizes the executive committee in the heritage language school. The principal and his/her executive committee are responsible for the whole school operation. When the principal leads the executive committee in the HLS, s/he is also led by the board of directors. As administrator 1005 explained, the principal serves as the liaison between the board and executives.

Administrator 1021 and 1011 both emphasized the importance of financial procedures in heritage language schools. The financial specialist in a heritage language school could be treasurer, financial director or a vice principal responsible for finance. People charged with finance should be professionals in accounting or a related field, and certified. This requirement is important because financial sustainability affects sustainable development of the heritage language school. Because a heritage language school is a weekend school, a certified and experienced financial specialist who is familiar with the professional procedures of finance must be able to efficiently function in that position. Also of importance for a certified financial specialist in a heritage language school is that person's role in preventing duty-related financial crimes by other administrators in the school.

Public support protects heritage language school sustainability. Japanese schools and Chinese schools were the heritage schools studied for this research. Japanese schools were built for both children from Japanese-American families and Japanese employees, whose children would need to continue their education in Japan after the expatriate's work completed. For complicated historical reasons, immigrants from Mainland China and Taiwan established Chinese heritage schools. Thus, regarding aspects of government

assistance, the Japanese government, the Chinese government, and the Taiwan government all provided a variety of supports to Japanese schools and Chinese schools in the U.S. such as funding, grants, training programs and teaching materials.

In some heritage language schools, the principal or president of the board took the responsibilities of coordinator to establish connections with other organizations and the public. Nevertheless, those duties would superimpose additional working pressure on the principal or the president. Therefore, a coordinator is a necessary position in a heritage language school. The coordinator is the third vital position in a heritage language school. Coordinating is important for both internal and the external connection. As in all public organizations, such as the community service organization of a heritage language school, the harmony of internal cooperation determines the cohesiveness of administrative committees and their independence from other organizations. Internal coordinating is an essential job, charged with smoothing all existing and potential troubles that may develop while directing the heritage language school. The principal should not do double-duty as a coordinator, because of inherent conflicts between the roles of principal and coordinator. As a non-profit organization, a heritage language school entails earning external supports, thus the coordinator also serves a vital role in outreach programs. The coordinator is responsible for establishing and maintaining connections with other organizations. The connections with other organizations include professional development opportunities for administrators or teachers, interactive supports to activities, credit courses cooperation, fundraising programs, and other opportunities.

Management Emphases

In a heritage language school, the dominant service is education. Maintaining qualified teachers in a heritage school affects its sustainability. Management and leadership in the school emphasizes a focus on curriculum provision and teachers. Teacher salary as well as professional development of teachers are two main aspects to retention of qualified teachers.

Curriculum. Heritage cultures were able to be sustainable in the U.S. through continuous enrollment of students. Administrators explained the curriculum options to engage heritage students' enrollment. Those curriculum options were also innovations based on the traditional curriculum in public schools. Curriculum that heritage schools provided could enhance students' abilities in heritage languages and advance their competitive capacities for the future. Sixteen (70%) administrators interviewed noted the schools they served offered AP Chinese classes and advanced mathematics classes. The enrichment classes they offered included martial arts, folk dancing, violin, and chess.

Teachers' salary. Salary is the acknowledgement of an employee's productive capability. To maintain qualified teachers in a heritage language school, it is vital to provide a competitive salary for teachers. The salary rate cannot have parity with public school salary policies, because public school salaries are based on educational backgrounds and experiences. Instead, student enrollment can be one criteria to evaluate a teacher's salary rate. Even though teachers in the heritage language school are not professional teachers, or even have backgrounds in educational fields, if schools could expand student enrollment, another significant sustainability factor in the heritage language school, the relative salaries should be somewhat higher than average.

Teachers' professional development. It is not easy for a heritage language school to offer a high salary rate to maintain qualified teachers. It is imperative to make teachers realize the value enhancement of their teaching. Therefore, the other management emphasis is professional development opportunities for teachers. To value teachers' skills besides material acknowledgement, confirming the value of their opinions, experiences and strategies is also important. In-house training programs are opportunities to have teachers share their opinions and experiences.

For-Profit Language Schools in China

Unlike heritage language schools in the United States, language schools in China offer foreign language tutoring programs or international curriculum either for Chinese students to enhance their academic competitive strength, or to provide more opportunities in the global educational environment for both international and Chinese students. Thus, language schools in China have market competitiveness and generally register as for-profit corporations. There are two main reasons. First, according to policies of the Civil Affairs Ministry in China, registration of a non-profit organization requires a sponsor from a government agency, which is called the Operational Management Agency (OMA), before it files official documents to the Registration Management Agency (RMA) (Zhao, Wu & Tao, 2016). To establish connections with government agencies will take time, manpower and material resources, which leads to impeding organizations of the language school. Second, language schools in China are classified into two categories. One is as a foreign language training school. A foreign language training school provides foreign language curriculum to Chinese students, to enhance their abilities in foreign languages, such as English, German, French, and Arabic, and so forth. The tuition rate in those

foreign language training schools is costly. For instance, in an IELTS (International English Language Testing System) school in Beijing, the average tuition for a week is \$1100 (Global IELTS Boarding School, 2017), and the average weekly tuition of an IELTS school summer program in a low-population town in Jiangsu province is around \$200 (IETLS School Curriculum, 2017).

Another language school in China is like Japanese schools in the U.S., called International School. It aims to provide U.S. or U.K. curriculum. Generally, students in International schools are from the families of diplomatists, foreign employees, and wealthy Chinese families. MacDonald (2006), using an economic perspective, defined international schools as international school industry, because global international schools are high profit. For instance, by 2006, the average revenue of international schools in China was \$6,737,992.64. Therefore, registering as a non-profit organization in China for a language school will affect the dispensation of its economic benefits.

Limitation of the Study and Future Research

The explanatory mixed approach implemented in the study enhanced elaboration on the findings. I explored the sustainability of heritage language schools from an educational administration perspective. With more time and experience, I would establish connections with administrators from various heritage schools in addition to Chinese and Japanese, such as German schools, Korean schools and Hindi-Urdu schools. In that way, these schools could be examined through future research studies. As trust is established, the findings of the explanatory mixed method study would demonstrate a more balanced picture of what sustainability is in heritage language schools and how they achieve sustainability.

Related to heritage school administration as well as operation of this type of organization, among researchers in those fields, it is significant to explore the functions of heritage language schools in communities. In addition to educational and administrative researchers, historians, anthropologists, and other social scientists should explore institutional roles and positions in the communities served by heritage schools on behalf of immigrant families and their descendants as they overcame barriers, retained identity, and adapted to society during their growth in the U.S. Of additional interest and practical significance would be a longitudinal study on the self-identification of immigrant descendants, and how culture and sense of patrimony impacted heritage language school administration, as well as a comparison of language programs' strengths and weaknesses between heritage language schools and local public schools.

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Appendix A Qualtrics Survey

IRB#20170316706 EX

Sustainability and School Operations of Heritage Schools Administration in the U.S.

Please read the Informed Consent and decide if you will participate in the study by choosing “Next” from the lower right hand side of the page.

Purpose of the Research

You are invited to participate in a research project entitled *Sustainability and School Operations of Heritage Schools Administration in the United States*. The purpose of the study is to identify the factors affecting the sustainability of Heritage Schools in the US. The findings of the study will contribute to a greater understanding of how Heritage Schools are organized and operated in order to ensure their sustainability.

Procedures

Participation in the study will require you to complete an online survey that will take no more than 5 minutes of your time. You will be able to participate in the study in a location convenient to you where you have access to Internet connection.

If you are interested, you are also invited to participate in a follow-up face-to-face interview, either in person or through a face-to-face media tool. Each personal interview will take no more than one hour to complete. The interview will be audio recorded in a quiet office or conference room of your choosing.

Later the investigator will transcribe the interview as a way for the investigator to gather accurate information. After the transcripts are completed, you will be sent a copy to review.

Risks

There are no known risks or discomforts associated with the research.

Benefits

The information gained from the study will be useful to new and experienced administrators of heritage schools in the United States as they work to achieve sustainability for the heritage schools.

Confidentiality

The data collected will be stored in the principal investigator's office and will only be seen by the investigators involved in this study. No personally identifiable information will be associated with your responses in any reports of these data. Findings obtained in the study may be published in journals or presented at academic meetings but the data will be reported as aggregate data. Records for this research will be kept for one year.

Opportunity to ask questions

You may ask any questions concerning the research and have those questions answered before agreeing to participate in the study or during the study. Or you may call the investigator anytime, telephone (402) 875-2266. If you have questions concerning your rights as a research subject that have not been answered by the investigator, you may contact the University of Nebraska-Lincoln Institutional Review Board, telephone (402) 472-6965.

Freedom to Withdraw

You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigator or the University of Nebraska. Your decision will not result in any loss of benefits to which you are otherwise entitled.

Consent, Right to Receive a Copy

You are voluntarily making a decision whether or not to participate in this research study. Checking the box below certifies that you are 19 years or older, and have decided to participate having read and understood the information presented. Please print a copy of this consent form for your records.

Investigators:

Nan Wang	Marilyn Grady, Ph. D
Principal Investigator	Secondary Investigator
Educational Administration	Educational Administration
141 Teachers Hall	128 Teachers Hall
Lincoln, NE 68588-0360	Lincoln, NE 68588-0360
Wangnan09@gmail.com	mgrady1@unl.edu
402-875-2266	402-472-0974

I certify that I am 19 years or older, and have read and understand the information presented. I have decided to participate in the study.

- Yes
- No

IF YOU ARE WILLING TO PARTICIPATE A FOLLOW-UP IN-PERSON INTERVIEW, PLEASE SHARE YOUR CONTACT INFORMATION IN THE SPACE:

NAME _____

EMAIL _____

PHONE NUMBER _____

If you agree to be audio taped during the interview, please put a check in the box.

Direction: For each statement, circle the number that best indicates the importance of each issue to the heritage school's sustainability.

Administration

	Unimportant				Very Important	Not Able to Answer
The administrator's affect on sustainable development of the school.	1	2	3	4	5	N/A
The administrator collaboratively works with all segments of the school community regarding multi-cultural issues ²	1	2	3	4	5	N/A
The administrator's management of staff and resources.	1	2	3	4	5	N/A
The administrator's articulation of the vision of the program to external partners (Stronge, 2012).	1	2	3	4	5	N/A
Organizational systems in place to support program needs.	1	2	3	4	5	N/A

² Evaluation of Performance Administrative & Supervisory (2017)

Teacher professionalism³

	Unimportant				Very Important	Not Able to Answer
Teachers' professionalism affect on the sustainable development of the school.	1	2	3	4	5	N/A
Teachers' ability to communicate with administration and colleagues to keep them informed about topics that may affect them	1	2	3	4	5	N/A
Teachers' conscientiousness, thoroughness, accuracy and teachers' reliability when completing tasks.	1	2	3	4	5	N/A
Teachers' willingness to take responsibility for their individual roles within the school.	1	2	3	4	5	N/A
Teachers' openness to feedback.	1	2	3	4	5	N/A
Teachers' self- reflection on their professional practice.	1	2	3	4	5	N/A

³ Professional expectation measures (2016)

Teachers' self-reflection on learning to apply new skills and methods to their work.	1	2	3	4	5	N/A
Teachers' attendance at mandatory faculty meetings.	1	2	3	4	5	N/A
Teachers' attendance at parent-teacher conferences.	1	2	3	4	5	N/A
Teachers' attendance at professional development activities	1	2	3	4	5	N/A

Funding

	Unimportant				Very Important	Not Able to Answer
	1	2	3	4	5	
Funding's affect on sustainable development of the school						N/A
The school's funding is from a variety of sources						N/A
The school's use of a combination of stable and flexible funding						N/A
The school's policies that help ensure sustained funding						N/A

Public Support

	Unimportant				Very Important	Not Able to Answer
Public support affects the sustainable development of the school.	1	2	3	4	5	N/A
The school has sustainable public support	1	2	3	4	5	N/A
Community leaders are involved with the school	1	2	3	4	5	N/A
Community members are committed to the school's program	1	2	3	4	5	N/A
The school is integrated into the community and its activities	1	2	3	4	5	N/A
The school has communication strategies to secure and maintain public support	1	2	3	4	5	N/A

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