

AN ABSTRACT OF THE
DISSERTATION OF

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Title: Retention of Adult Second Language Learners: Hispanic Learners
in Washington State Community and Technical Colleges

Abstract approved:

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Dr. Alex A. Sanchez

This study was designed to investigate a phenomenon, retention of Hispanic adult second language learners in Washington State's community colleges, from a qualitative paradigm and phenomenological approach. The focus of this study was to capture eight foreign-born Hispanic ESL non-continuator's voices and experiences, in their native language of Spanish, who dropped out of Washington State's community colleges and unveil the phenomenon behind the factors leading to their retention barriers.

The following questions guided the research: (1) What are the retention barriers of Hispanic English as a Second Language population in Washington State Community Colleges? (2) What is the profile of the foreign-born Hispanic ESL learner in Washington State's Community Colleges? (3) Why do Hispanic ESL participants drop out? (4) What services are needed and provided to increase retention patterns of Hispanic ESL learners? (5) What services could make a difference in retention of Hispanic's English as a Second Language participants?

A qualitative methodology and phenomenological approach of in-depth interviews was the research paradigm utilized for data collection. Participants were recruited from a survey implemented at various community colleges' and community-based organizations' ESL programs in Washington State. Criteria for inclusion as a potential participant in this research required adult participants to be: (1) foreign-born Hispanic, (2) a resident of Washington state, (3) in the age range of eighteen to thirty years of age, (4) a prior drop out student from one of Washington State's community colleges adult basic education ESL programs, and (5) a volunteer to participate in the study.

This study unveiled factors that caused retention barriers for eight foreign-born Hispanic ESL adult learners that dropped out of Washington State's community colleges Adult Basic Education ESL programs. In many Adult Basic Education ESL programs in Washington State, foreign-born Hispanic adults are largely voluntary candidates, and the role of student is just one of the countless roles competing for their time and attention. From the eight foreign-born Hispanic non-continuator's voices and experiences, the findings indicate that retention is a complex phenomenon involving various institutional, situational, and dispositional factors. This study's findings also unveiled structural issues for the eight foreign-born Hispanic participants, creating systemic structural barriers to their socioeconomic and education development in the United States. This means no one factor could provide an explanation for the retention phenomenon.

The eight foreign-born Hispanic adult non-continuator's situational and dispositional factors overwhelmed their zeal for ESL instruction, ESL level completion, and/or ESL program completion. The interview question guide unveiled reasons often

voiced as the causes for non-continuation: (1) family struggles and hardships, (2) lack of childcare, healthcare, and transportation, and (3) long work hours. At the same time, the eight foreign-born Hispanics adult non-continuers had pragmatic reasons for engaging in ESL, and felt that the programs would provide meaningful contextual learning for immediate or long-term goals for the home, workplace, or community.

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Retention of Adult Second Language Learners: Hispanic Learners in Washington State
Community and Technical Colleges

by
Gary E. Jones

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I understand that my dissertation will become part of the permanent collection of Oregon state University Libraries. My signature below authorizes release of my dissertation to any reader upon request.

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Gary E. Jones, Author

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PERSONAL DISCLOSURE

Personal Experience

I am a native-born African American male. I was born in the City of New York and raised in a single parent household in the ghettos of Harlem. My mother, a foreign-born and first generation Haitian immigrant, settled in the ethnically and culturally diverse communities of Harlem overwhelmed with conditions of low literacy, drugs, and poverty. My educational and community experiences were shared with low-income native-born and foreign-born ethnic populations such as Hispanics, Jamaicans, Haitians, and others from various countries of origin.

During my stages of child and adolescent development, I was exposed to the various movements for human equality and human rights across America. I personally experienced the initiation and impact of desegregation in America, and over time, I have observed its impact upon my self-development.

Growing up in an environment integrated with various ethnicities and cultures increased my interpersonal skills to interact with others. The communities of Harlem allowed me to become culturally competent in other ethnic populations' perspectives of discrimination, family, work, education, politics, and religion. The knowledge and experience gained from my community's ethnic diversity, poor socioeconomic condition, and drug infestation has provided me an in-depth understanding of poor conditions, the struggles of low income families, the effects of poverty and social oppression, and the need for social, health, and educational services.

In my family's homes, education was emphasized as a way to create constructive changes intra-personally, in the home, and in the community. As a young adult living in my community, I watched members of my community not take advantage of educational or vocational opportunities. Over time, I observed the impact of the consequences from the lack of education such as: (1) the separation of families, (2) increased need for public assistance, (3) increased drug abuse and crime rate, (4) the lack of political representation and/or community leadership, (5) destruction of community infrastructure, (6) poor health conditions, and (7) intergenerational influence of destructive patterns of living.

Professional Experience

My personal experience has shaped my professional educational leadership mission. My mission is to provide human equity in education; promote protection of human rights; provide all native and foreign-born adult learners access to quality instruction, provide professional leadership from theories of ethics, and create lifelong learners in the field of Adult Basic Education.

From my professional experiences as a correctional educator, K-12 educator, adult literacy educator, human developmental educator, vocational educator, and a doctoral student at Oregon State University, I have increased my systemic awareness of the condition of literacy in America and insight into the attrition rate of foreign-born adult learners in the field of adult education. As an adult literacy educator, I have been provided opportunities to: (1) interact and share in the learning of incarcerated adult literacy learners from most ethnic and racial populations; (2) listen, capture, and

comprehend adults' institutional, situational, and dispositional experiences; (3) increase my knowledge of how adults learn; and (4) develop strategies, recommendations, and outcome-based curriculum to increase adults' learning and retention.

I believe all native-born and foreign-born populations must be able to choose in a democratic society the information that is relevant to their issues and be capable of organizing the information according to their unmet needs. This means that all populations must be influenced to read and write, speak English, calculate, get a job, take care of their families, and be independent self-reliant thinkers. From my professional experience, learning becomes purposeful and meaningful when all ethnic populations work at their problem(s) actively. The tasks of America's institutions (i.e., federal, state, and local agencies) and facilitators (i.e., stakeholders and businesses) must: (1) understand the issues and problems faced by all populations, (2) guide all populations toward the appropriate resources, and (3) help all populations achieve the appropriate cognitive processes that will produce constructive outcomes for work, family, and community.

From my personal and professional experience, I have learned that equality does not mean all men and women are identical, but in certain basic respects they are equal in the sense that they have inalienable rights, such as life, liberty, the pursuit of happiness, and education. My educational and administrative leadership approach to education is to achieve equality and to achieve socioeconomic improvement in all populations. I truly believe that some native-born and foreign-born adults' socioeconomic success is determined from dispositional, institutional, and situational barriers. Barriers that infiltrate a society affect the socialization process of that society.

From the last nine years of teaching Adult Basic Education in a few Washington State community colleges and correctional facilities, I have had the pleasure and opportunity to teach and share in the learning of adult second language learners, including Hispanic ABE students. My teaching experience with foreign-born adult learners has allowed me to gain insight into their educational needs for materials and resources, and for learning English skills and other subjects. I have learned to inquire about the type of instruction they desire for immediate application such as competency-based instruction and/or life content instruction. I have learned to inquire about their learning styles and the subjects that present barriers to their learning. From sharing in their learning, I have developed strategies to increase comprehension and to maintain retention.

From my experience of providing instruction to adult second language learners from the age of 18 to 72, I have learned that family in country of origin and in America is their priority. I have learned that Hispanic adult second language learners' intergenerational mission is to provide for family stability through work and education.

My experience has allowed me to understand reasons for the goals Hispanic second language learners set for themselves in education and in life. Foreign-born adult learners from other countries of origin bring with them a wealth of knowledge academically and vocationally that I: (a) appreciate (b) constructively apply to stimulate their learning, (c) integrate into curriculum and instruction to comprehend the lesson being learned, and (d) implement to reinforce life long learning in the home, workplace, and community.

From listening to second language learners' struggles and hardships during classroom discussions, I understand that the time second language learners invest in education must be: (a) meaningful, and most salient (b) provide content for immediate application in the home and workplace.

Interpersonal Experience

Throughout my life, I have engaged in cultural activities that included values, norms, ideologies, languages, and other symbolic systems of life other than mine. I have learned that culture provides structure for human life and is created and taught through socialization. From my experiences, I believe that culture provides a source for: (1) ethnic and racial identity, (2) solidarity, (3) educational reinforcement, and (4) socioeconomic development in the home, work, and community.

From my interpersonal experiences of interacting with speakers of other languages, I have learned that language: (1) is a system of communication that provide sounds or symbols to structure meaning, (2) is social because it is learned in the presence of others, (3) follow rules and standards, (4) creates meaning which is natural to its constituents, and (5) provides a source of consensus and solidarity.

Traveling around the world with the military, I have experienced teaching military science and pharmacology to medical personnel of speakers of other languages. My inability to communicate in a foreign language or translate foreign languages increased my appreciation and respect for interpreters. My travels abroad always required that an interpreter be present to interpret and capture foreign military personnel's voices for comprehension and analysis of what was learned.

This study requires that I provide interpreters to interpret selected interviewees' voices in their native language, Spanish, to get an in-depth understanding of their barriers to retention. My experience with interpreters to accomplish my military missions effectively reinforces my use of interpreters to produce relevant factors for the field of Adult Basic Education.

Conclusion

This personal disclosure advocates my personal and professional values and beliefs that all individuals are equal regardless of their culture, race, ethnicity, language, and social structure. Every human being must be provided the opportunity to: (1) learn, (2) recognize her or his internal strengths and potential, (3) acquire information on external resources, (4) utilize support and institutional services, and (5) access quality educational instruction for socioeconomic advancements and achievements. I believe that all populations need to be guided by governmental, institutional, and/or cultural foundations to increase their opportunities of equality in the home, community, and workforce.

As a member of the college community, I believe my personal experiences, interpersonal skills, and professional development in the field of Adult Literacy provide a concrete foundation for me to investigate and discover the retention barriers of foreign-born Hispanic second language learners who dropped out of Washington State's community colleges. This study will provide factors and implications to increase retention in Washington State's adult literacy programs.

DEDICATION

To my mother
Mrs. Louise L. Jones
for all of her
Love and Guidance.

CHAPTER ONE: INTRODUCTION

Over the past fifty years, the concept of adult education has changed dramatically. Kaufman, Alt, and MPR Associates (2000) explains that through the 1970s, a high school diploma continued to open doors to many promising career opportunities. During the 1980s, a high school diploma was considered a valued asset in the labor force market. In recent years, however, advances in technology have increased the demand for a highly skilled labor force with a high school diploma as a minimum requirement for entry into the work force.

Adult Basic Education English as a Second Language is a critical requirement for foreign-born adults to accomplish a General Equivalency Diploma (GED). Foreign-born and Limited English Deficient (LED) adults whose education level is less than high school completion must be facilitated to read, write, and speak English in order to: (a) prepare for the English version GED examination, and (b) achieve a GED diploma to improve their socioeconomic development in the home, workplace, and community.

Today, high school or General Equivalency Diploma (GED) completion has become a major requirement for accessing additional education, training, or entry into the work force. The economic consequences of individuals leaving high school without a diploma are severe for their family, community, and society. On average, dropouts are more likely to be unemployed than high school or GED graduates and earn less money once they find and secure a job (Kaufman, et al., (2000). The authors indicate that dropouts are more likely to receive public assistance than high school graduates who do not go to college or continue training. The increased reliance on public assistance is, at

least in part, from young women who drop out of school, have children at younger ages, and are single parents (Kaufman, et al., 2000). Dropping out creates other social implications for these young adults. U.S. Department of Justice (1997) estimates indicate that dropouts make up approximately 30 percent of federal and 40 percent of state prisons' inmate population, nationally.

English as Second Language (ESL) is the largest activity of the literacy and basic skills system in the United States. Post-secondary institutions in today's society are faced with the challenges of increasing curricular rigor to strengthen the knowledge base of the ESL adult population and of increasing the percentages of this population to successfully complete ESL Adult Basic Education (ABE) programs. The basis of my research is the adult literacy proficiency results from the National Adult Literacy Survey and the adult literacy proficiency results from Washington State Adult Literacy Survey. Both surveys clearly demonstrate a need for research in the field of adult basic education and English as a Second Language. Each survey revealed large populations of foreign-born and native-born adults that measured in the lowest level of prose literacy across America (Jenkins & Kirsch, 1994; Merrifield, 1998).

To discover the factors leading to the adult second language learners' barrier retention phenomena, this study has focused on gaining an in-depth understanding of the Hispanic English as a Second Language population in Washington State Community Colleges' Adult Basic Education Programs. This qualitative study investigated (via in-depth interviews) community college ABE Hispanic second language learners' retention barriers. The study recommends retention strategies for Hispanic ESL students and

implications for higher education administrators, practitioners, and stakeholders to improve retention of Hispanic English as a Second Language learners.

Historical Background – United States

Three historical influences have shaped our modern educational system in the United States: (a) The revolution of democracy allowed the lower class to demand a greater role in politics, economic affairs, and in the ideal of *equality of opportunity*. Since the Jacksonian period, keeping future voters literate and informed about social issues has remained a national task (Tregle, 2002). (b) The industrial revolution generated a need for educated and skilled laborers that in turned increased the need for more schools and training institutions. (c) The broad institutionalization of education has provided individuals with more services and equal opportunities for personal upward mobility in the home, at work, and in their communities, but education still needs a great deal more improvement (Thomas, 2002; Cleland, 2002).

The impact of education on the individual varies according to social class, race, ethnicity, and gender. Cleland (2002) states that testing and guidance counseling procedures tend to favor upper class European American males and discourage and underrate women, African-Americans, Hispanics, and other minority groups. Thomas (2002) indicates that testing and guidance counseling biases are attributed to the European Americans' middle class values; the facilitators are the teachers and elders who consciously or unconsciously reward attitudes and behaviors congruent to their beliefs. In my view, discrimination must end because the lower class native-born and foreign-

born minorities in a social and material deficient environment tend to not do well in school and society, which causes conflict for the ethnic population.

A new reform for education is needed to create a climate for change because the world's technology is changing at an exponential rate (National Literacy Summit, 2000). If our society is to meet the ever changing challenges in science, technology, communication, and social partnerships we cannot rest on the answers from the past; instead we must put our trust in a process that will manage the new solutions to be discovered. These challenges imply not only new techniques and pedagogical strategies for education, but new outcomes as well. In an industrialized world already surpassed by technology, the aim of education must be to develop knowledgeable and skilled individuals open to change to constructively meet the perplexities of a world in which problems spawn faster than answers. Therefore, the reformation of education must develop a society where people can live more comfortably with positive societal changes than with discrimination and rigidity.

In 1990, President George H. Bush and the nation's governors, including Governor Clinton, adopted the goal that all of America's adults be literate by the year 2000. In support of the goal, a National Adult Literacy Survey (NALS) research project was developed and conducted in 1992 in which states assessed the literacy skills of their adult population. The research was a large-scale study funded by the U.S. Department of Education and administered by the Educational Testing Service (ETS) (Jenkins & Kirsch, 1994). Prior research on adult literacy focused on counting the number of "illiterates" in the United States, thus treating literacy as a condition that individuals either do or do not have. Researchers from the Educational Testing Service believed that such past efforts

were arbitrary, misleading, and damaging in that they failed to acknowledge the complexity of the literacy problem and the range of solutions needed to address it (Jenkins & Kirsch, 1994).

The National Adult Literacy Survey in the United States assigns people a literacy level of one to five by assessing proficiency in three areas:

- **Prose Literacy:** The ability to understand, locate, and write information related to printed materials such as newspaper stories, narratives, and written instruction.
- **Document Literacy:** The ability to understand, locate, and write information related to documents such as tables, forms, lists, indexes, graphs, charts, and maps.
- **Quantitative Literacy:** The ability to understand and locate quantities and perform mathematics related to graphs, charts, and information displayed in numerical form, such as fractions, percentages, and hours and minutes.

U.S. literacy levels, as determined by the National Adult Literacy Survey are as follows:

- **Level One: Lowest-** Individuals can usually read a little but not well enough to read a food label or read a simple story to a family member, and can't locate a specific intersection on a map.
- **Level Two: Low-** Individuals can calculate the cost of purchase, fill out a simple form, and locate an intersection on a street map but not perform higher reading and problem-solving skills such as filling out a job application.
- **Level Three: Adequate-** Individuals can read newspaper articles, write letters, perform more complex tasks with increasingly lengthy and dense texts and documents -- example: ability to use information to determine the appropriate mathematic operation to be performed) and solve mathematics problems.
- **Level Four: High-** Adults can integrate several sources of information to write a report and solve more complex problems -- example: the ability to identify quantities needed to perform complex operations.
- **Level Five: Highest-** Respondents who demonstrate command of higher-order information processing skills -- example: the ability to perform higher level reading and problem solving skills and synthesize information from two or more sequential operations (National Institute For Literacy, 1998).

In summary, The National Adult Literacy Survey report provides information on the extent of the national adult literacy problem for the adult population as a whole. The NALS developed proficiency and literacy levels for a comprehensive and up-to-date profile of the literacy skills of American adults and provided each state with an overview of its literacy problem and skill level of its adults. The report identified adults with the lowest literacy skills, and adults with the greatest need for educational services.

Historical Background – Washington State

The Washington State Adult Literacy Survey (WALS) of 1992, like the National Adult Literacy Survey of which it was a part, also avoided characterizing adults as either literate or illiterate. Jenkins & Kirsch (1994) indicates that the aim of both surveys was to characterize adult literacy skills in English based on their performance on diverse contextual tasks that reflected the types of materials and demands adults encounter in their home, work, and community. The Washington State Adult Literacy Survey was funded through cooperative resources from the following agencies: Office of Adult Literacy; State Board of Community and Technical Colleges; State Department of Social and Health Services; State Department of Employment Security; and Workforce Training and Education Coordinating Board (Jenkins & Kirsch, 1994).

Data on the literacy skills of adults in Washington State was gathered by interviews from selected individuals aged 16 and older during the first 12 months of 1992 by trained staff. The participants were randomly chosen to represent the adult population in the state as a whole. In total, more than 1200 adults in Washington State were surveyed, representing approximately 3.7 million adults statewide (Jenkins & Kirsch, 1994).

Each surveyed participant was asked to spend approximately an hour responding to a series of varied tasks as well as questions about her/his demographic characteristics, educational background, employment, income, reading practices, and other areas related to literacy. Based on their responses to the survey tasks, adults received proficiency scores along three scales, each ranging from 0 to 500. The score points along these scales reflected varying degrees of skill in prose, document, and quantitative literacy. The scales provided the researchers a way to examine and assess the distribution of performance within various sub-populations of interests. The varying degrees of skills along each scale contained five levels: Level 1 (0 – 225), Level 2 (226 – 275), Level 3 (276 – 325), Level 4 (326 – 375), and Level 5 (376-500) (Jenkins & Kirsch, 1994).

The Washington State Survey results describe the average literacy proficiencies and the levels of proficiency demonstrated by adults in Washington. It compared resident adults' literacy levels of proficiency with states in the northwest region and the nation, and it explored connections between literacy and an array of variables.

The results of both surveys provide useful information to those involved in various education communities such as: elementary and secondary schools, vocational and technical schools, higher education institutions, adult education programs, and workplace training programs. In considering the results, the authors advocate that the audience must keep in mind that the National Adult Literacy Survey and the Washington State Adult Literacy Survey of literacy were conducted only in the English language. This information indicates that Washington State's results did not capture the literacy resources and abilities that some respondents possess in language other than English to

ensure opportunities for all adults to increase worker productivity and strengthen Washington State's competitiveness in world markets.

From the results, it is still impossible to say precisely what literacy skills, praxes, or services are essential for a foreign-born population to succeed in this society.

The Washington State and National Adult Literacy Surveys provided no firm answers from foreign-born populations to such questions. The design of both surveys failed to capture the voices of a foreign-born population's literacy experiences and abilities, which has created a need for further research and has created the foundation of this study to gain an in-depth understanding of the retention barriers of foreign-born Hispanic second language learners who dropped out of Washington State's community college adult basic education programs.

Perhaps the most salient finding of the National Adult Literacy Survey and the Washington State Adult Literacy Survey is the large percentages of adults nationwide and statewide that performed in the lowest levels (Level 1 & 2) of prose literacy. Jenkins and Kirsch (1994) report that the results from both surveys did not indicate a problem for the ETS researchers and the Washington State Office of Adult Literacy because the surveys illustrated that the majority of the adults who demonstrated limited skills had described themselves as good readers and writers of English. Evidence from the interview process indicated that a few of the adults said they received a lot of assistance from others in performing everyday literacy tasks in the workplace, community, and home. Jenkins & Kirsch (1994) implies that perhaps these individuals were able to meet most of the literacy demands they encountered at work, at home, and in their communities.

Individuals who continued to maintain low literacy skills since the survey of 1992 were at a much greater risk of not retaining a job or providing for their families in 2002 (Jenkins & Kirsch, 1994). Today, individuals with low literacy skills are not likely to acquire vocational employment as the United States economy and social fabric continue to change with the influx of new technology.

Programs, schools, and institutions that existed and assisted ABE or ESL adult learners prior to 1992 couldn't have been expected to solve the problems of low literacy alone in Washington State (Jenkins & Kirsch, 1994). Stakeholders ranging from the largest complex government agencies to the family unit have important roles to play in ensuring that adults who need or wish to improve their literacy skills have the opportunity to do so. Jenkins and Kirsch (1994) indicates that the individuals themselves must realize the value and benefits of literacy in their lives and recognize the barriers associated with being lifelong learners.

The Washington State Adult Literacy Survey and the National Adult Literacy Survey are important to this study because they clearly demonstrate a need for further research in the field of Adult Education and Literacy across the states. Jenkins and Kirsch (1994) reports that the Washington State Adult Literacy Survey and the National Adult Literacy Survey are also important because they have identified Hispanics as the largest underserved ethnic population maintaining the lowest literacy level of prose proficiency in the State of Washington. The findings from the Washington study are intended to support future research; help implement effective adult literacy programs; and increase partnership awareness of the students' needs among policy makers, practitioners, stakeholders, businesses, community based organizations, community colleges, churches,

libraries, and volunteer organizations throughout Washington State.

Rationale For The Study

Previous research in the field of Adult Education and Literacy has contributed a multitude of factors relevant to adult learners' trends of attrition and retention. The rationale for this study is to: (1) gain an in-depth understanding of the causes leading to the foreign-born Hispanic English as a Second Language learners to drop out of Washington State's Community and Technical Colleges English as a Second Language programs, and (2) develop data and implications to increase the retention of the Hispanic ESL learner. The following are critical factors for the researcher's rationale:

Adult English As A Second Language Perspective

Adult English as a Second Language (ESL) instruction is the fastest growing area of adult education (National Institute for Education Statistics, 1997). Although much is known about best practices in adult ESL, prior research still leaves many unanswered questions about the adult Hispanic ESL learner, her/his barriers to program participation; how health, social, and economic factors affect participation; what policies are in place to support participation and retention; and what instructional approach and context will meet the need for continued participation.

The Hispanic adult learner's experience with life and decision-making provides a strong foundation for her/his learning (Knowles, 1980). At the same time, Hispanic adults lead complex lives, balancing job and family responsibilities with their educational pursuits. These adult responsibilities often result in intermittent attendance, interrupted

attention to course content, and a pattern of repeated dropping out and re-entering the same or different programs (Young, Morgan, Fitzgerald & Fleishman, 1994).

National Perspective Of Hispanic Foreign-born Population

Lisa Lollock (2001), writing for the U. S. Census Bureau, indicates that the March 2000 census shows 39.5 percent of foreign-born in 2000 entered the United States in the 1990s, another 28.3 percent came in the 1980s, 16.2 percent entered in the 1970s, and the remaining 16.0 percent arrived before the 1970s. After emigration to the United States, some foreign-born residents become naturalized citizens. The process usually takes approximately five years. Among those who arrived before 1970, 80.4 percent acquired citizenship by 2000; and from 1970 to 1979, 61.9 percent had obtained citizenship by 2000. This is compared to those who entered in 1980 to 1989, when there was a decline to 38.9 percent, and 1990 to 1999, when 8.9 percent of those who entered acquired citizenship (Lollock, 2001).

Lollock (2001) reports that 28.8 million foreign-born resided in the United States, representing 10.4 percent of the total population. Among the Hispanic foreign-born, 51 percent were born in Latin America. The foreign-born population from Central America (including Mexico) accounted for nearly two-thirds of the foreign-born from Latin America and for about one-third of the total foreign-born in the United States.

The Hispanic foreign-born has proven to be geographically concentrated across the United States. Lollock (2001) reports that 39.9 percent of the United States foreign-born population lived in the West, 26.8 percent in the South, 22.6 percent in the Northeast, and 10.7 percent in the Midwest. Lollock (2001) discovered that foreign-born

from Latin America were more likely to live in the West (42.1 percent) and South (32.6 percent). The foreign-born from Central America (who represent two thirds of the foreign born from Latin America) were also concentrated in the West (58.5 percent) and South (27.4 percent) (Lollock, 2001).

Lollock (2001) reports that one third of the United States Hispanic foreign-born population is from Mexico. Lollock (2001) indicates that Washington State's 1997, Current Population Survey (CPS) reported Mexicans as the second largest group of Washington State's foreign-born population (109,000 or 28.2 percent of Washington State's foreign-born population). Fair Washington (2001) U.S. Census Current Population Survey indicates that the 1996 CPS data demonstrated that Washington State's foreign born had higher rates of unemployment in comparison to native born (11.8 percent and 7.7 percent, respectively) and public assistance income receipt (6.5 percent and 4 percent, respectively).

Eric Newburger and Andrea Curry (2000), writing for the U.S. Census Bureau, indicates that the March (1999) census reports that the foreign-born population is less likely to complete high school or college. In addition, more than one-fifth of the foreign-born population in the United States has less than a ninth-grade academic level (22.2 percent reported in 2000) (Newburger & Curry, 2000).

Washington State Adult Literacy Survey (WALS)

According to the Washington State Adult Literacy Survey, approximately 10 to 12 percent of the population in Washington State function at the lowest levels of prose, document, and quantitative literacy. In previous generations, individuals with this low

level of literacy could function self-sufficiently earning livable wages, caring for their families, and participating in community affairs without high levels of literacy. Today, that is no longer the case. The state's revised vision of adult and family literacy ESL learners as successful family members, workers, and members of communities is another significant driving force behind the research. To accomplish the state's vision, students must be at the center of an adult workplace and family literacy ESL educational system. The workplace and family literacy ESL educational system must be integrated with other systems that are also responsible for meeting the needs of the same clients and communities. At the same time, organizations throughout the public, non-profit, and private sectors are being called upon to demonstrate higher levels of accountability for a broader range of activities, both as separate entities and as coordinated systems with mutual goals (Jenkins & Kirsch, 1994; Merrifield, 1998; National Institute for Literacy, 1995; National Institute for Literacy, 1999; Office of Adult Literacy State Board of Community and Technical Colleges, 1999; Tuijnman, 2000; Jones, Kanen, Gaede, Stites, & Mendoza, 2001).

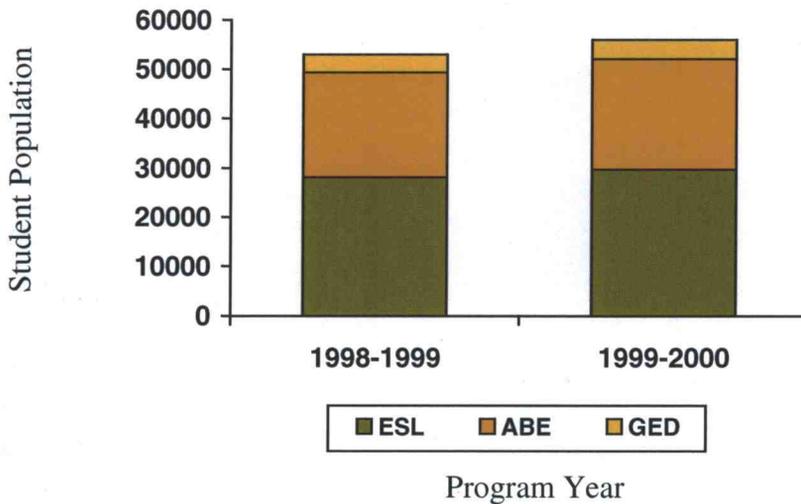
Institutional And Organizational Services

Institutional and organizational services must review their practices and continue to emphasize the importance of reading, writing, speaking, and listening skills in order to more efficiently and positively impact the lives of the Hispanic population they serve. Washington State community and technical colleges are the major stakeholders providing Adult Basic Education English as Second Language Programs that serve the Hispanic population. Washington State's fall quarters for 1998-1999 and 1999-2000 provide a

snapshot of the number of ESL student headcount enrollment in basic skills at any one time. This snapshot is significant because it demonstrates that over 50% of the adult basic skills students are ESL and nearly 50% of that population are Hispanic.

Refer to *Figure 1* to see Adult Basic Skills population rate for program years 1998-1999 and 1999-2000 (Office of Adult Literacy State Board of Community and Technical Colleges, 1999; Tuijnman, 2000; Jones, et al., 2001). *Figure 1* illustrates that in the fall quarter 1999-2000, nearly 56,000 students were enrolled in state and contract funded basic skills classes compared to 53,000 in 1998-1999. In 1999-2000 school year, English as a second language programs contained 53% of the population, Adult Basic Education contained 40% of the population, and General Education Diploma program contained 7% of the population (see next page).

Figure 1.

Washington State Headcount Enrollment In Basic Skills 1998-2000

From "The Washington State Plan for Adult and Family Literacy", by State Board of Community and Technical Colleges Office of Adult Literacy, 1999. Adopted with the permission of author.

Over the last ten years, the Washington State Board of Community and Technical Colleges Office of Adult Literacy has been committed to basing Washington's system for reporting learning gains on valid and reliable determinations of the degree to which students have learned, applied, and utilized basic skills in the contexts of learner goals and life roles. According to the National Reporting System (NRS) federal report for 1999-2000 program year, Washington State Adult Basic Skills English as a Second Language Programs statewide made a rate gain of 38 percent. Refer to *Table 1* for gains made by program area and by knowledge for program years 1998-1999 to 1999-2000 (Office of Adult Literacy State Board of Community and Technical Colleges, 1999; Jones, et al., 2001).

During my participation in Oregon State University Community College Leadership Program Internship with the Washington State Board of Community and Technical Colleges' Office of Adult Literacy Research Team, I was given the opportunity to investigate Hispanic ESL rate gains or losses. The findings from the investigation helped orchestrate the research title, the purpose for the study's research statement question, and sub-foci questions. Refer to *Table 1* for gains made by ESL from people of color in program year 1999-2000 (Office of Adult Literacy State Board of Community, 1999; Jones, et al., 2001).

Table 1 illustrates how in 1999-2000 program year, Adult Basic Skills' English as a Second Language (ESL) Hispanic population Labor Force participants and non-participants resulted in 60%, and Hispanics had the lowest percent of Welfare (2%) in their 1st academic quarter compared to the other ethnic groups. Only 128 (2%) Hispanic students in ESL received assistance in their first academic quarter in 1999-2000 program year. The total Hispanic student population for ESL was 13, 649 statewide. ESL accounted for 47% of total Hispanic population in Adult Basic Skills statewide. Females in ESL accounted for 46% (6,415) of the total ESL population (13,649). The median age for Hispanic ESL student was 28 years old, and single parents accounts for 63% (2,951) of the ESL student population.

Table 1.

Washington State Community And Technical Colleges' Student Characteristics By Ethnicity For 1999-2000

ESL	Asian	Black	Hispanic	Other	White	Total
N With Ethnicity Known	6612	1265	13649	1052	6645	29267
% Of Total	23%	4%	47%	4%	23%	100%
Median Age	39.9	30.4	28.3	32.9	36.2	32.1
% Female	67%	63%	46%	57%	59%	55%
Parent	56%	52%	63%	58%	69%	62%
Working Full or Part-time as % of Labor Force Participants and Non-participants	38%	40%	60%	45%	24%	46%
% Welfare in 1 st Academic Year Qtr.	6%	21%	2%	19%	33%	13%

From "The Washington State Plan for Adult and Family Literacy", by State Board of Community and Technical Colleges Office of Adult Literacy, 1999. Adopted with the permission of author.

The purpose for the Office of Adult Literacy's investigation was to develop insight about the following: (1) identify Hispanics in need of adult and family literacy services demographically; (2) collect data on English as a Second Language (ESL) services provided in Washington State Community Colleges for Hispanic ESL learners; and (3) gain an understanding of factors related to Hispanics' educational levels, socio-economic characteristics, and demographics in the state as a whole. The investigation explored past, current, and future Washington State Hispanic population and growth trends, as well as other socio-economic trends relevant to the circumstances of adults

with low basic skills, less than high school education attainment, or limited English proficiency. The data collected also included several dimensions of poverty, employment, and other trends for Hispanics (Jenkins & Kirsch, 1994; Merrifield, 1998; National Institute for Literacy, 1995; National Institute for Literacy, 1999; Office of Adult Literacy State Board of Community and Technical Colleges, 1999; Tuijnman, 2000; Jones, et al., 2001).

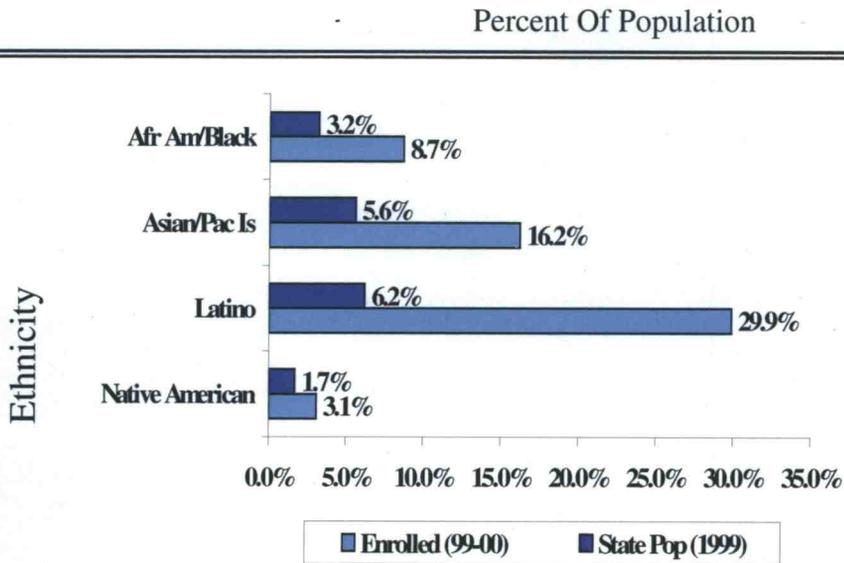
In the year 2001, the racial and ethnic compositions of the state's population were changing due to higher growth rates of minority groups. Racial and ethnic minorities increased from 9.7 percent to 13.4 percent of the total population between 1980 and 1990. In 1995, they had increased to 17.1 percent. This trend will continue as 18.9 percent non-white population was recorded in 2000 and 20.6 percent is projected for 2005. Hispanics and Asians/Pacific Islanders are the largest minority groups, comprising 6.1 percent and 6 percent, respectively, of the total population (Office of Adult Literacy State Board of Community and Technical Colleges, 1999). The growth rate for Hispanics was 59 percent between 1990 and 1997, while Asian and Pacific Islanders had growth rates of 56 percent. The African American population (3.4 percent of total population) increased by 27 percent while the Native Americans, Eskimo, and Aleut populations (2 percent) expanded by 23 percent in a seven-year period. Refer to *Figure 2* for percentages of increased minority enrollment in community and technical colleges compared to Washington State minority population growth for 1999 (Office of Adult Literacy State Board of Community and Technical Colleges, 1999).

Figure 2 illustrates that 60% of students enrolled in community and technical colleges' Adult Basic Skills in 1999-2000 program year were of color compared to 17%

of the state population Adult Basic Skills enrollment. Hispanic students comprised approximately half of the ethnic population in community and technical colleges Adult Basic Skills programs. Hispanic students made-up 29.9% of the community and technical college Adult Basic Skills population compared to 6.2% of Hispanics' statewide population in Adult Basic Skills. Asian/Pacific Islanders made up 16.2% of the community and technical college Adult Basic Skills population compared to 5.6% of Asian/Pacific Islanders' statewide population in Adult Basic Skills. African Americans made-up 8.7% of the community and technical college Adult Basic Skills population compared to 3.2% of African Americans' statewide population in Adult Basic Skills, and Native Americans made-up 3.1% of the community and technical college Adult Basic Skills population compared to 1.7% of Native Americans' statewide population in Adult Basic Skills. Students of minority, racial, or ethnic origins (i.e., as defined by federal law) are all served at higher rates than their incidence in the population as a whole.

Figure 2

Washington State Minority, Racial, Ethnic Origins Of Students Of Color Enrolled In Community And Technical Colleges Adult Basic Skills Fall 1999



From “The Washington State Plan for Adult and Family Literacy”, by State Board of Community and Technical Colleges Office of Adult Literacy, 1999. Adopted with the permission of author.

According to the 1998 Census Current Population Survey (CPS) for the country as a whole, Hispanic and African American families had the highest poverty rate – 24 and 25 percent living below the Federal Poverty Level (FPL); Asian/Pacific Islander families had 10 percent poverty rate; and European American families had 8 percent poverty rate. Refer to *Table 2* for percentages of Hispanics’ female and single parents enrolled in ESL Basic Skills Programs at community and technical colleges statewide for 1999-2000 (Office of Adult Literacy State Board of Community and Technical Colleges, 1999).

Even though Washington State's economy has performed well since the mid-1980s, many workers with families and/or those who lacked post-secondary training have contributed to a growth in poverty, according to an Office of Financial Management (OFM) report (Office of Adult Literacy State Board of Community and Technical Colleges, 1999). Adults (25-64) with less than high school education are less likely to be in the labor force. A higher proportion of those in the labor force are unemployed, and the proportion of adults who are unemployed increases with fewer years of education and training. Today, more than ever, we need to develop strong partnerships with businesses to develop training programs for this ethnic population. Refer to *Table 2* for percentages of Hispanic Labor Force participants enrolled in Washington State community and technical colleges for Adult Basic Skills ESL programs statewide for 1999-2000 (Office of Adult Literacy State Board of Community and Technical Colleges, 1999).

Table 2 illustrates Basic Skills Rate by percent of Adult Basic Education (ABE), English as a second language (ESL), and General Education Diploma (GED) students' rate gains for 1999-2000 program year. By Program (top): According to the National Reporting System (NRS) federal report for 1999-2000 Adult Basic Skills English as a Second Language (ESL) made 38% gain; Adult Basic Education (ABE) made 43% gain; and General Equivalent Diploma (GED) made 53% gain. By Knowledge (bottom): Analysis of Adult Basic Skills English as a Second Language (ESL) programs statewide demonstrates that the Hispanic population of 11,743 for program year 1999-2000 made an extremely low rate gain of 28% compared to 48% rate gain by Blacks; 43% rate gain by Native Americans; and 44% rate gain by Asian/Pacific Islanders.

Table 2

Washington State Basic Skills Rate For 1999-2000 By Program Area And By Knowledge

Program	Made Gain	No Gain	Total	Rate
ESL	10494	16968	27262	38%
ABE	6998	9112	16110	43%
GED	1608	1436	3044	53%
Combined Rate	19290	27736	47026	41%

ESL	Made Gain	No Gain	Total	Rate
As/Pac Islander	3060	3923	6983	44%
Black	625	667	1292	48%
Hispanic	3314	8429	11743	28%
Native American	288	388	676	43%

From "The Washington State Plan for Adult and Family Literacy", by State Board of Community and Technical Colleges Office of Adult Literacy, 1999. Adopted with the permission of author. Adapted with permission of Author.

English as a Second Language programs in Washington State were are designed for students whose native language or indigenous language is any language other than English. An ESL program is divided into six ESL course levels. The course levels increase student's English skills and proficiency skills for transitioning into ABE, GED, or the workforce. The six ESL course levels are the following:

- ESL (Level 1) is an English course designed to help a limited English proficient adult transition from a level of no or very little English to a low beginning English level. For example, upon completing ESL Level 1, a low beginner level limited English proficient adult student will be able to understand frequently used words in context and very simple phrases (Sager, 2002; Skinner, 1994).

- ESL (Level 2) is an English course designed to help a limited English proficient student transition from an English level of low beginner to a high beginner student. For example, upon completing ESL Level 2, a high beginner limited English proficient adult student will be able to understand and communicate simple learned phrases and limited new phrases (Sager, 2002; Skinner, 1994).
- ESL (Level 3) is an English course designed to help a limited English proficient student transition from a high beginner to a low intermediate student. For example, upon completing ESL Level 3, a low intermediate limited English proficient adult student will be able to: (a) comprehend learned phrases and short new phrases containing familiar vocabulary and (b) respond appropriately to verbal and non-verbal communication, including telephone calls on familiar subjects (Sager, 2002; Skinner, 1994).
- ESL (Level 4) is an English course designed to help a limited English proficient student transition from a low intermediate to a high intermediate student. For example, upon completing ESL Level 4, a high intermediate limited English proficient adult student will be able to: (a) understand many descriptive and spoken narratives and (b) respond appropriately to verbal and non-verbal communication, including telephone calls on familiar subjects (Sager, 2002; Skinner, 1994).
- ESL (Level 5) is an English course designed to help a limited English proficient student transition from a high intermediate to a low advanced student. For example, upon completing ESL Level 5, a low advanced limited English proficient adult student will be able to: (a) participate effectively and independently in: (a) conversations on everyday survival, work, and (b) social and emergency situations on the telephone (Sager, 2002; Skinner, 1994).
- ESL (Level 6) is an English course designed to help a limited English proficient student transition from a low advanced to high advanced or GED student. For example, upon completing ESL Level 6, a high advanced limited English proficient adult student will be able to: (a) participate effectively and independently in conversations; and (b) organize and report information to effectively serve the purpose, context, and listener while paying attention to conventions of oral English communication, including grammar, word choice, and gesture (Sager, 2002; Skinner, 1994).

The data reported in *Table 2* from the Washington State Board of Community and Technical Colleges (WSBCTC) Office of Adult Literacy (OAL) was constructed from the Web-based Adult Basic Education Reporting System (WABERS) submitted by Washington State community and technical colleges and community-based organizations funded by OAL throughout the State of Washington.

Sager (2002) indicates that WABERS was implemented to facilitate data collection, analysis, and reporting of student enrollment and progress in Adult & Family Literacy programs. The author reports that all community and technical colleges and community-based organizations in the State of Washington providing Adult and Family Literacy services are required to use WABERS and report student enrollment and progress quarterly. Sager's research indicates that the WABERS assist the state and federal funding decisions based on each Adult and Family Literacy provider's performance. Sager (2002) advocates that it is critical that each Adult and Family Literacy provider in the State of Washington use the same methodology, standards, and criteria for monitoring student enrollment and progress. In *Table 2*, progress is indicated as Made Gain. Made Gain suggests that a limited English proficiency adult student: (a) completed an ESL course and transitioned into another (e.g., from ESL level 1 to Level 2), (b) completed several ESL Level courses and transitioned into ABE or GED, or (c) completed an ESL program.

The problem of non-continuation in Adult Basic Education English as a Second Language continues to be a major concern to all practitioners in the field (Dirkx & Jha, 1994). While the number of citizens foreign-born or native-born needing more education is continually increasing, the proportion of the potential target population being served by

ESL programs is continuously decreasing (Beder, 1999). Of the number being served, the proportion of the population that actually completes a goal is also decreasing. While the average attrition rate hovers around 50 percent nationally, the median reported attrition rate for Washington State ESL programs for fiscal year 1999-2000 was 28 percent (Washington State Board for Community and Technical Colleges, 2000).

Non-continuation or retention in ESL programs is also a problem for the non-continuing participant, for whom ESL may represent a last chance for success. Newburger and Curry (2000) indicate that the ability for the Hispanic ESL population in Washington State to function in an increasingly technological society is correlated to educational attainment. Dirkx and Jha (1994) indicate that the lack of basic educational attainment represented by a high school diploma puts Hispanic ESL learners at risk of not accomplishing socioeconomic achievement.

Previous research on retention of Adult Basic Education learners has contributed greatly to our understanding of the multitude of factors relevant to increase the percentages of students who remain in ABE programs nationwide. Studies show that demographic, programmatic, social, cultural, and psychological factors contribute to non-continuation of adult learners in ABE programs (Beder, 1980, 1986, 1990, 1991, 1999; Quigley, 1990, 1997; Dirkx & Jha, 1994). Studies have produced models to explain the retention barriers that are the influential factors for low retention rates in ABE programs (Miller & Lewin, 1999; Boshier, 1973, 1977; Rubenson, 1977; Cross, 1981; Mortmer & Simmons, 1978). Institutional researchers and experts in the field of adult literacy have summarized studies on retention to offer strategies on how to improve program quality in all aspects of ABE program structure (Tracy-Mumford, 1999). Typology studies

investigate an array of institutional systems currently operating across the United States to gain an in-depth understanding of: (a) their institutional practices; and (b) their impact upon individuals, administrators, and communities. Typological studies of Adult Basic Education programs have provided literacy programs and models nationally across two dimensions: relevance of program materials and relevance to adult students' learning (Purcell-Gate, Degener, & Jacobson, 1999). These qualitative studies have addressed barriers to retention patterns for all adult learners in ABE programs, not for a particular ABE program or ethnic population.

Purpose Of The Study

It is reasonable to assume that English as a Second Language learners are enthusiastic to learn English as residents of the United States in order to: (a) comprehend in English what is going on in her/his world; (b) increase their cognitive processes in English; (c) read, write, and comment on current events in English; and (d) make constructive changes in her/his family, work, and community. I recognize, respect, and appreciate the personal efforts of the Hispanic ESL learner who: (a) tried and dropped out, (b) completed some work overtime, or (c) completed Adult Basic Education ESL programs despite social discrimination, obstacles, and/or barriers to her/his development as life long learners.

This study focuses on developing an in-depth understanding of the retention barriers for Hispanic English as a Second Language learners in Washington State Community and Technical Colleges. This study identifies the factors that create barriers

for Hispanic ESL learners. Educators and policy makers need to know the factors creating barriers for Hispanic ESL learners to initiate policy for change, and why this ethnic population remains underrepresented in Washington State Community and Technical College Adult Basic Education English as a Second Language programs' annual completion rates.

This study contributes to an understanding of the factors that cause Hispanics to drop out and their experiences in ESL programs. The study also reveals retention strategies for the field of ESL. The qualitative methodology included in-depth interviews. The data was collected in the fall of 2003 from participants recruited at two community based organizations and one community college in Washington State. Participants consist of eight Hispanic ESL non-continuation students. Students were selected from various rural geographical areas, aged 18 through 30. This study captures the foreign-born Hispanic non-continuation participants' experience as Adult Basic Education ESL students to discover the factors that caused each participant to drop out of Washington State Community College adult basic skills ESL programs.

Research And Sub-Focus Questions

Main Research Question

What are the retention barriers of the foreign-born Hispanic English as a Second Language learner in Washington State Community Colleges?

Sub-Focus Questions

1. What is the profile of the foreign-born Hispanic ESL learner in Washington Community Colleges?

This question is designed to examine foreign-born Hispanic ESL non-continuation participants' profile to determine if Hispanics are classified as hardest to serve or most in need or both. Individuals from under-served populations as defined by the federal government include individuals of minority, racial, or ethnic origins. Two factors characterize the adult basic skills learners in ESL programs in Washington State: the most in need and hardest to serve (Office of Adult Literacy State Board for Community and Technical Colleges, 1999).

Most in need profile factors for foreign-born Hispanic ESL learners are the following:

- Low- literacy: In the native language of Spanish
- Low- literacy: Individuals function at ESL levels 1 or 2
- Low- income: Individuals earn less than 175 percent of the federal poverty level.
- Other factors are:
 - (a) Single parents
 - (b) Disabilities: social-emotional or physical
 - (c) Victims of domestic or sexual violence
 - (d) Institutionalized or incarcerated

- (e) Homeless
- (f) Individuals with multiple barriers to educational attainment enhancement (Office of Adult Literacy State Board for Community and Technical Colleges, 1999).

Hardest to serve profile factors for Hispanic ESL learners are the following:

- Individuals living in situations that are unstable, unsupportive, or restrictive
- Single parents with no child care or transportation
- Lack of knowledge to access information about literacy services
- Intimidated by institutional environment
- Individual learning styles not accommodated by the following:
 - (a) Educational setting
 - (b) Cultural expectations
 - (c) Instructional practices (Office of Adult Literacy State Board for Community and Technical Colleges, 1999).

2. Why do Hispanic ESL participants drop out?

This question is designed to discover the factors related to high dropout rates of Hispanic ESL learners in Washington State Community Colleges.

3. What educational services are needed to increase retention patterns of Hispanic ESL learners?

This question is designed to discover which services are needed and to discover which services have made a difference in students' retention.

Significance Of The Study

Why conduct a qualitative study of Hispanic adult basic skills ESL learners' retention barriers in Washington State's Community Colleges? This study was developed to assist Washington State's stakeholders and policy makers in building a responsive system that will decrease Hispanic ESL learners' needs and increase institutional and support services. The findings reveal insight into the barriers of the Hispanic ESL learner and the implications for administrators, policy makers, faculty, and stakeholders who are committed to broadening the Hispanics' career options. The study demonstrates relevance to public policy, its contribution to knowledge, and its usefulness to practitioners. This study covers three broad areas.

Contribution To Knowledge

The Office of Adult Literacy has transformed Washington State Community and Technical Colleges' delivery of Adult Basic Education. Initiatives for accountability and assessment offer community colleges the opportunity to refocus on: (a) the information and skills that learners need to accomplish socioeconomic gains, and (b) changes that the system needs to make to achieve the best results (Office of Adult Literacy State Board for Community and Technical Colleges, 1999). To do this, the system needs better information about adult and family literacy needs and services.

The results from this qualitative study increase our understanding of the following: (a) the profile of the Hispanic second language learner, (b) the factors that lead the adult basic skills foreign-born Hispanic ESL learners to drop out of Washington State's Community Colleges' ESL programs; and (c) the services provided and the services needed to increase retention patterns.

The findings from this study can assist in developing more pro-active models aimed at identifying and motivating Hispanic ESL achievers and non-achievers; and in the development of models that will allow individuals to self-actualize and cultivate their potential and skill development necessary for socioeconomic development in the home, workplace, and community.

Relevance To Policy Makers

Legislators and educational policy makers can use the findings from this study to support and empower the Hispanic ethnic population in their pursuit of life long learning, socioeconomic advancement, and to increase Hispanic representation in the political arena. It is hoped that knowledge gleaned from this study will reinforce the importance of legislation targeted at socioeconomic equity and educational equity for the Hispanic population in various geographical areas and educational systems.

Relevance To Practitioners

Identifying the socioeconomic and family background profiles of the non-continuing adult basic skills Hispanic ESL students will have implications for adult learners, faculty, counselors, administrators, and stakeholders in community colleges

providing adult literacy services. The factors discovered and strategies organized to reduce retention barriers can create a guide for stakeholders in the development of more effective curricula, programs, and services ensuring equitable educational opportunities for Hispanic ESL learners; reduce fallacies towards ESL programs; and alleviate some of the biases towards minority ethnic populations in community colleges and in other institutions of higher education

This research provides a more clear and comprehensive understanding of the strengths that adult foreign-born Hispanic learners bring to ESL classes, the internal and external barriers to successful learning, and the effective ways to encourage learner participation in their education.

Summary

Over the past decade, outcomes for Adult Basic Education have changed dramatically in America due to advancement in technology. Until the 1950's, an individual was capable of maintaining a job and family without a high school diploma. Since then, the situation of minimum wage earners has changed from an industrial society of low literacy skills to a technological society of high literacy skills. A high school diploma has become a minimum requirement for opening doors for employment and socioeconomic development. In the past, dropouts had difficulty with oral language and cultural integration. Today, dropouts or non-continuation students are at greater risk of low wages, unemployment, illegal work, unwanted pregnancy, domestic violence, poor

health care, and public assistance. A large proportion of this population is from minority ethnic populations with limited English-speaking and writing skills.

English as a Second Language has created the largest amount of activity in Adult Basic Education programs across America. The large trends of enrollment in adult basic skills ESL programs have been concentrated in post secondary institutions. Community colleges nationally have been the institutions of choice for adult basic skills English as Second Language population. The trend of enrollment for Hispanic adult basic skill learners has been increasing annually as the immigrant population continues to rise in America.

During the early 1990's, attempts were made by President George H. Bush's administration to increase the level of literacy in America's citizens by the year 2000. This was an impossible task due to a large number of people still speaking another language in the home and also the daily influx of foreign-born ethnic populations speaking their native languages, but it did provide money for the field of adult education. In 1992, the implementation of the National Adult Literacy Survey (NALS) assessed the literacy levels of citizens in 12 states. The results from the study represented the literacy levels of the nation's citizens as a whole. Two years later in 1994, Washington Adult Literacy Survey assessed literacy levels of citizens in Washington State. Both surveys gathered information relevant to the field of Adult Basic Education in America.

Each survey used a rubric to measure adult literacy levels and assessed adult proficiency skill levels in three areas: (a) prose proficiency skill level, (b) document proficiency skill level, and (c) quantitative proficiency skill level. All three proficiency skill levels contain five scales ranging from 0-500 for measuring adults' literacy skill

levels. Each scale is arranged as such: (a) lowest (0-225), (b) low (226-275), (c) adequate (276-325), (d) high (326-375), and (e) highest (376-500).

The findings from these surveys demonstrated the following: (a) large percentages of Blacks and Hispanics performed in the lowest level of prose literacy, (b) Hispanics are the largest under served population in America, and (c) a large Hispanic foreign born population with Limited English Deficiency (LED) are in drastic need of ESL programs. Perhaps the most salient information the surveys offer is the need for further research in the field of adult basic skills ESL programs. From the surveys, it is evident that the Hispanic ethnic population is in need of educational opportunities, institutional services, support services, and access to these services to: (a) achieve equality in this competitive technological workforce, and (b) achieve socioeconomic stability.

Partnerships among policy makers, practitioners, stakeholders, community leaders, and businesses must unite in the effort to increase services and access to Adult Basic Education English as a Second Language programs nationwide. This study emphasizes the need to understand the factors leading to Hispanic second language learners' retention barriers in Washington State community colleges. The results of the phenomena will be extremely relevant as a knowledge base for systems of public instruction, adult basic education, and higher education.

The rationale for a qualitative methodology, to investigate through in-depth interviews with Hispanic Adult Basic Education ESL non-continuation learners, develops from a lack of research in the field of ESL. Prior studies on adult education have focused their resources investigating adult education programs and retention patterns of adult

learners systemically. Very few studies have limited their focus on a particular adult education program such as ESL or an ethnic population such as Hispanics.

The purpose of this study is to gain an in-depth understanding of the factors that cause retention barriers for Hispanic adult basic skills ESL dropouts. This research describes Hispanics' socioeconomic development as well as being relevant to programs of ESL, to the field of Adult Education, policy makers, practitioners, and businesses to assist the Hispanic ethnic population to actively achieve equality in education, work, home, and community. The sub-focus questions are significant to the study because they are designed to capture the participants' voices and unveil the phenomena leading to participant's retention barriers.

CHAPTER TWO: LITERATURE OF REVIEW

This research has been synthesized around two important questions: (a) *What are the retention barriers of Hispanic English as a Second Language population in Washington State Community Colleges?* And (b) *What services could make a difference in retention of Hispanic English as a Second Language participants?* This study limits its focus to the retention of adult basic skills Hispanic ESL learners in Washington State Community Colleges. The study's research poses questions to investigate this phenomenon and provide the following: (a) the profile of the foreign-born Hispanic ESL learner in Washington State Community Colleges, (b) factors causing foreign-born Hispanic ESL participants to drop out, and (c) the educational services needed and provided to increase retention patterns of Hispanic ESL learners. The intent is to formulate factors, pedagogical and andragogical implications, and increase participants' awareness of their internal and external forces acting upon them as barriers to successful learning and program completion.

What Do We Know About Needs, Retention, And Completion Rate Of Hispanics In ESL Programs?

"Literacy -- an individual's ability to read, write, and speak English, compute and solve problems at levels of proficiency necessary to function on the job, and in society, to achieve one's goals, and develop one's knowledge and potential" National Literacy Act 1991 (National Literacy Summit 2000 p.1).

Educational researchers have evaluated various Adult Basic Education English as a Second Language Programs and the literature is replete with statistics, models, and recommendations. The reasons for poor retention patterns of participants within English as a Second Language Programs remains an unsolved phenomenon in most respects. Educational researchers, for the most part, have recognized the intricacy of the problem and a realization that there is no easy solution. The literature has presented an enormous amount of information, but much still remains to be done if the key is to identify “students at risk” and how to keep this population of participants in ESL programs for longer periods of time (Dirkx & Jha, 1994). This section of the review of literature provides critical information about the phenomenon and helps the researcher develop an in-depth understanding of the demographic, programmatic, social, cultural, and psychological factors that contribute to non-continuation of the Hispanic ESL learners as a population in Washington State Community Colleges.

Recent publications of the International Adult Literacy Survey (IALS) (Tuijnman, 2000), the National Adult Literacy Survey (NALS)(Kirsh, Jungeblut, Jenkins, & Kolstad, 1993), the Washington State Literacy Survey (WALS) (Jenkins & Kirsch, 1994), and Newburger and Curry (2000) suggest that the degree of low-level literacy in the United States is greater than anticipated and continues to increase. Pugsley’s research indicates that adult education programs designed to address this need reach only eight percent of the target population (Pugsley, 1990; Dirkx & Jha, 1994) and many programs suffer attrition rates of fifty percent (Beder, 1991; Dirkx & Jha, 1992; Dirkx & Jha, 1994). Mezirow, Darkenwald, and Knox (1975), Weisel (1980), and Wheaton (1976) indicate that a short period of time from enrollment to leaving was consistent with their findings

in which dropout rates were between ten percent and sixty percent within the first few weeks of classes (Dirkx & Jha, 1994). Quigley (1992) identifies high rates of attrition as the number one issue of literacy education programs (Dirkx & Jha, 1994). Quigley (1997) focuses his attention on adults who discontinued in the first few weeks of the program and sees three major assemblages of factors that contribute to poor attrition rates, which he refers to as *situational barriers* (influences of the adult's circumstances), *institutional barriers* (influences of systems), and *dispositional barriers* (influences of personal attitudes) (Comings, Parrella, & Soricone, 1999). Quigley (1997) believes dispositional influences cause high drop out rates; however, dispositional influences provide a place from which program reform might begin to affect retention and persistence (Comings, Parrella, & Soricone, 1999). Quigley (1990,1997) suggests that a program's intake, interview, and orientation processes in the first three weeks are critical to improving retention (Comings, Parrella, & Soricone, 1999).

Beder (1991) indicated that those most in need of literacy education are least likely to seek it or persist once enrolled. Beder (1991) provided a comprehensive and thorough review of all sources that examine adult's decision to participate in adult education. Beder explored motivation as the force that helps adults overcome the complex barriers their lives impose upon them. Beder (1991) explored the barriers to learners' participation. Beder promoted that adult education programs need to change their recruitment process, instructional practices, and become congruent with the motivations and life contexts of adult learners (Comings, Parrella, & Soricone, 1999). Beder determined that when programs adapt to adults' contextual changes within society, adults' persistence rates will increase (Comings, Parrella, & Soricone, 1999).

Tracy-Mumford (1994) focused on retention patterns and summarized a large number of studies in order to offer advice on how to improve program quality. Tracy-Mumford called for programs to develop a commitment to and a plan for increasing retention and persistence (Comings, Parrella, & Soricone, 1999). Tracy-Mumford (1994) defined an *Affective Retention Plan* as one that provides support to students and improves instruction. Tracy-Mumford (1994) has developed a list of elements for student retention that weaves *retention strategies* into all aspects of program structure. The following are a few critical elements from Tracy-Mumford's list:

- Intake and orientation should help students understand the program, set realistic expectations, build on a working relationship with program staff, and establish learning goals.
- Program and teachers should recognize student achievement.
- Referral services should coordinate with other agencies to ensure that all students are connected to the support services they need.
- Non-instructional activities should help form a bond between the program and its students and their families.
- Program evaluation should involve students in assessing and offering advice on each aspect of the program (Tracy-Mumford, 1994; Comings, Parrella, & Soricone, 1999).

Summary

Literacy is the ability to read, write, and speak English, compute/calculate, get a job, work, function as a family member, and function as a productive member of society. Systemic evaluation of adult basic skills English as a Second Language programs has produced literature replete with statistics, models, typologies, and recommendations. Prior research has developed reasons for poor retention patterns of minority ethnic populations at risk of not gaining socioeconomic equality in America. The intricacy of the problem of how to keep these populations of ESL learners in programs for longer periods of time still remains an unsolved phenomenon in most respects. The recognition and the realization that demographic, programmatic, social, cultural, and psychological factors are the major contributors to non-continuation of ESL students have led to the development of a nationwide agenda for further research in the field of ESL. Models have been developed and identified as the major factors for the non-continuation of adult education learners.

Models Of Retention Barriers

Adult basic education learners are... *“adults staying in programs for as long as they can, engaging in self-directed study when they must drop out of their programs, and returning to programs as soon as the demands of their lives allow”* (Comings, Parrella, & Soricone, 1999, p. 3).

A model provides researchers a theoretical review of factors that affect or impact the outcomes of populations, societies, institutions, or programs. For the purpose of this study, models have been analyzed to gain insight on the factors discovered from prior research that investigated: (a) retention barriers of adult learners, (b) retention barriers' impact on adult learners, (c) retention barriers' impact on Adult Basic Education's programs, and (d) retention barriers impact on society. The models in this review of literature provide a broad view of retention barriers for all adult basic skills learners.

Miller (1967), Lewin (1999), and Comings, Parrella, and Soricone (1999) discovered that a *Force Field Analysis Model* identified positive (i.e. low socioeconomic class structure) and negative forces (i.e. lack of access to education and social services) acting on motivation. Miller advocated that membership in a low socioeconomic class limits the motivation of adults who need training in basic skills (Comings, Parrella, & Soricone, 1999).

Boshier's (1973, 1977) studies formulated a *Congruence Model* in which there are two groups of adult learners based on the strength of their motivation to participate in education. The first group is made up of *growth-oriented* adults who are motivated by internal forces and whose view of themselves is congruent with their view of an ideal self and how others see them (Comings, Parrella, & Soricone, 1999). Boshier's second group is composed of *deficiency-oriented* adults motivated by external factors and have a view of themselves that is incongruent with their view of an ideal self and how others see them. Incongruence in *deficiency-oriented* adults engenders anxiety and causes adults to avoid participation in education (Comings, Parrella, & Soricone, 1999).

Rubenson (1977) and Comings, Parrella, and Soricone (1999) set forth an *Expectancy-Valence Model* to explain barriers to program participation. Expectancy is an adult's perception that participation will be successful, meaningful, and beneficial. In this theory, valence is a measure of the costs and benefits of participation, and how adults weigh these two sides of the equation in making the critical decision to participate (Comings, Parrella, & Soricone, 1999). The cost and sacrifice are an adult's experience that participation has drawbacks and limitations.

Cross (1981) and Comings, Parrella, and Soricone (1999) developed a *Chain of Response Model* to explain retention barriers to ESL learners' participation. This theory assumes that participation is the result of adults taking a self-evaluation of their level of confidence in undertaking new activities, adults' reflection of their attitude about education, and adults' comprehension of two aspects of their goal for participation. The first aspect is the importance of the goal, and the second aspect is identifying a list of possible end products their goal will produce such as: lead to a job, increase parenting skills, community status, certification, diploma, or a degree (Comings, Parrella, & Soricone, 1999).

Mortimer and Simmons (1978) and Comings, Parrella, and Soricone (1999) developed a *Socialization Model* to explain barriers to ESL participants' motivation and persistence. This theory suggests that the problems caused by socialization create barriers to learners' participation. In adulthood, socialization takes place within the roles of the participants such as work, community, and home. Socialization barriers in adult education programs develop from not instilling in the curriculum real life literacy functions to fulfill the needs of the complex roles adults perform daily (Comings,

Parrella, & Soricone, 1999). These unmet needs may also be the result of changes in the context of the adult's life or from changes in the society in which adults live (Comings, Parrella, & Soricone, 1999).

Kotler (1975), Beder (1980, 1986, 1990), and Comings, Parrella, and Soricone (1999) produced a *Demand Model* that indicates adults only participate when the value of gain is greater than the resources they must use. To support retention and persistence, programs need to lower the "cost" in terms of time and effort by making adult learning easier and more convenient while increasing its value leading to higher wages or certification. Access to program locations is included in convenience (Beder, 1980, 1999; Comings, Parrella, & Soricone, 1999).

Freire (1970) innovated a *Critical Pedagogy Model* that does not focus specifically on attrition, but does critique the ways in which persistence is understood (Comings, Parrella, & Soricone, 1999). In critical pedagogy, persistence is socially constructed. In other words, the psychological state of persistence is a product of the social context of the adult. If a disenfranchised group has low persistence, it is not the result of situational barriers but, rather, the outcome of oppression within an unequal society. The disenfranchised group must socially construct a context in which their motivation and persistence can flourish (Comings, Parrella, & Soricone, 1999). Bandura (1986) emphasized that individuals and groups must have self-direction and self-regulation, which are constellated in a concept he refers to as *Self-Efficacy*. Fingeret (1983) set forth that some low literate adults use literacy skills of their family members and therefore, do not need to acquire new skills themselves (Comings, Parrella, & Soricone, 1999).

Today, our culture knows and accepts that adults learn best those things that are necessary for them to know in order to advance from one phase of development to the next. Knowles (1970) set forth an *Andragogy Model* that is premised on at least four crucial assumptions about the characteristics of adult learners that are different from the assumptions about youth learners, on which traditional pedagogy is premised. Knowles (1970) assumptions are that, as adults mature: (a) their self-concept moves from being a dependent personality towards one of being a self-directing human being; (b) they accumulate a growing reservoir of experiences that becomes an increasing resource for learning; (c) their readiness to learn becomes oriented to the developmental tasks of their social roles; and (d) their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly their orientation towards learning shifts from one of subject centeredness to one of problem-centeredness. Each assumption was explored and described briefly with some of its implications as the researcher further investigates the phenomena. Knowles (1970) and Freire (1970) discovered that the lack of adequate skills is consistently linked to the characteristics of social and economic disadvantages such as: unemployment, substandard housing, and inadequate medical care (Fitzsimmons, 1991; Dirkx & Jha, 1994).

In summary, results from the various models in the review of literature provide factors that are important to adults' retention or non-continuation of programming in Adult Basic Education. These factors include: (a) Adults lacking awareness of the negative forces acting upon their intrinsic strengths; (b) *Deficiency-Oriented* adults discouraged by anxiety and fear; (c) adults' expectancy that program participation will be successful, meaningful, beneficial, and the opposite occurs; (d) adults' apathetic attitude

about education; (e) barriers to self-development caused by problems of socialization; (f) adults' expenditure of resources are greater than the value gained from participating; (g) psychological influences from an oppressive society; (h) low literate adults using literacy skills of their family (inter-generational skills) and having no need to acquire new skills; and (i) the assumption that methods of teaching children are the same as methods for teaching adults. These important factors have influenced dropout rates in ABE programs nationally.

Adult learners staying in ABE programs for long periods of time, or adult learners returning to programming as soon as time permits are perfect examples of adults' internal strengths of motivation and persistence. Previous studies have developed a multitude of models to explain retention barriers for adult learners. These models provide a theoretical framework to guide my study's design of qualitative analysis to capture participants' perceptions of personal barriers to retention experienced in ESL programs in Washington State Community and Technical Colleges. Miller (1967), Lewin (1999), and Comings, Parrella, and Soricone (1999) employed a *Force Field Analysis* theoretical framework as developed by the sociologist Kurt Lewin. Comings et al. (1999) and Gilbert, Fisk, and Lindzey (1998) explain that Lewin's theory places the adult in a field of forces that support or inhibit an action along a particular path. At the same time, the adults comprehend which forces are negative while deciding which forces are positive for their desired direction, such as an educational goal.

The researcher synthesized the following factors of retention barriers for this study: (a) an individual's lack of motivation and persistence, (b) an individual's perception of self, (c) an individual's perception of program's outcomes, (d) an

individual's attitude about education, and (e) society's influence upon its members. From a design perspective, these models do not provide insight to such factors as: (a) how does a particular ethnicity learn? (b) how does a particular ethnicity perceive their retention barriers? and (c) what services maintain retention for longer periods of time?

Typologies Of Adult Basic Education

“Provide all adults with maximum access to a Well-Defined System of adult education, language, and literacy services” (The National Literacy Summit, 2000, p. 6).

Patton (1990) indicates that typologies are classification systems made up of categories that divide some aspects of the world into parts. Typology research methodology examines aspects of institutional systems' practices, programs, curriculum, attrition rates, retention rates, and institutional systems' impact on its members and communities. A number of studies have identified typologies of students most likely to participate, dropout, or remain in literacy programs.

Practitioners have yet to articulate programmatic responses of retention. Prior efforts have actively involved practitioners in studies addressing the issue, developing materials, and evaluating their impact on attrition. Purcell-Gates, Degener, and Jacobson (1998) created a typology of adult literacy programs across the United States that described the distribution of programs along two dimensions: *relevance of materials*, referred to as life contextual/de-contextual; and *control of decisions*, referred to as dialogic/monologic. This study provides a data based description of the array of adult

literacy programs that participated in the project. Purcell-Gates, Degener, and Jacobson (1998) research involved 271 adult literacy programs across the United States.

Out of the 271 participating programs examined by Purcell-Gates et al. (1998), 73 percent of the participating programs were described as using activities that were not related to their students' ethnicity, culture, language, or needs for work, home, and community contexts. Purcell-Gates et al. (1998) life-contextual/de-contextual dimension discovered what type of content and materials reflect the specific needs and socio-cultural context of the learner with regard to real-life literacy functions. Purcell-Gates et al. (1998) dialogic/monologic dimension reflects the extent of involvement the learner has in making decisions about activities of the classroom and the program. These two dimensions were chosen as a program feature to document that students learn more efficiently when instructional materials reflect and incorporate their prior experience, and that student learning is enhanced when students are active partners involved in making decisions about their educational programs and lives (Purcell-Gates, Degener, & Jacobson, 1998).

Dirkx and Jha (1994) indicate that a significant number of comparative studies in adult education have focused on identifying students perceived to be at risk of "dropping out." *Psychosocial variables*, such as goal setting, motivation, personality, resistance, interaction patterns, life change, and commitment have been fertile areas for differentiating students who continue or persist in adult education programs (Bosma, 1988; Diekhoff & Diekhoff, 1984; Garrison, 1985; Martin, 1984; 1987, 1990; Quigley 1990; Dirkx & Jha 1994). A number of models have focused on *Prediction Models* of non-continuation centered on socio-demographic status, ethnicity, family members, and

age (Bosma, 1988; Diekhoff & Diekhoff, 1984; Rachal, Jackson, & Leonard, 1987; Smith, 1985; Dirkx & Jha 1992, 1994). In research assessment, academic variables, such as: academic ability, entry-level, grade equivalency scores, and testing are often used as discriminating factors to differentiate non-continuation students from those who persist (Bosma, 1988; Dirkx & Jha, 1992, 1994; Martin, 1990; Smith, 1985).

In summary, prior typological studies have identified variables leading to students' non-continuation or continuation in literacy programs. One nationwide typology study of adult literacy programs describes the distribution of literacy in two dimensions: (a) the relevance of program materials, and (b) students' participation in deciding what is relevant to her/his learning. Psychosocial variables (e.g., goal setting, motivation, and commitment) are very critical in differentiating those at risk of dropping out compared to those students that persist. Several typology models have focused on prediction models explaining non-continuation patterns centered on socio-demographics, status, ethnicity, and age. Academic variables such as academic ability and grade equivalency are often used in prediction models and create discriminating factors that lead to non-continuation of adult learners.

Several studies have utilized cohort dropout rates to measure what happens to a population of students over a period of time, and status dropout rates to measure all dropouts of a given population (e.g., ethnic, cultural, or institutional). This study focused on the adult basic skills ESL Hispanic ethnic population in Washington State Community Colleges. The review of literature has determined that the Hispanic origin (i.e., Mexican, Puerto Rican, Cuban, and Latino) has the lowest percentages of completion rate in comparison to non-Hispanics in Washington State. To maintain retention stability, a

significant number of comparative studies in Adult Basic Education have investigated factors that influence community colleges' Hispanic population to persist in programming. The findings revealed three critical factors: (1) low cost tuition, (2) pertinent instruction, and (3) financial aid. These three factors are very critical for Hispanic students transferring from Adult Basic Education Programs to Higher Education.

The above studies assisted in my decision to: (1) use a qualitative methodology to investigate the retention barriers of the eight foreign-born Hispanic participants, and (2) design a interview question guide that is open-ended, spontaneous, and aligned with the purpose of the study.

List Of Barriers

The review of literature has provided a broad perspective of barriers leading to non-continuation of adult learners in adult basic education programs. The following is a list of barriers that impact the adult learner and create retention patterns.

- Force Field Analysis Model indicates that negative forces influence and create retention barriers for adult learners, such as, a student's membership in a low socioeconomic class.
- Congruence Model indicates that deficiency-oriented adults are anxiety engendered which creates barriers to adults' participation in ABE programs.

- Expectancy-Valence Model indicates that adults' perception that program outcomes will detract them from their intended goal(s) and create barriers to their participation in ABE programs.
- Chain Response Model indicates that the adult learner intra-personal attitude towards education creates barriers to participation in ABE programs.
- Socialization Model indicates that problems caused by adult socialization in roles as worker, parent, and community member create barriers to participation in ABE programs.
- Demand Model emphasizes if adult's value of achievement to be gained from a program is less than the time and resource to be invested, the adult's perception of the program creates a barrier to participation.
- Critical Pedagogy indicates that an oppressed society creates barriers within its members.
- Situational Barriers are external to the individual and include such issues as availability of institutional and support services as well as knowledge of that availability.
- Dispositional Barriers are those barriers related to personal attitude about participation. Dispositional barriers are composed of two components: Informational and Psychosocial (Darkenwald & Merriam, 1982; Comings, Parrella, & Soricone, 1999).

1. Informational barriers result from a lack of information about availability of education programs. Access to local information and

referral systems help adults easily find appropriate programs, counseling, and childcare to improve their living. A lack of access or information creates barriers to adult's success as productive citizens and family members.

2. Psychosocial barriers result from adults' attitudes and values of education. Adults who were affected by inappropriate experiences with educational institutions in their childhood create retention barriers for non-participation in adult programs.
- Institutional Barriers are barriers created by systems such as political institutions (e.g., executive, judicial, and legislative branches of government) and educational institutions (e.g., universities, community colleges, and community based organizations).
 - Adults' low perception of need for education: Some individuals are culturally inclined to work jobs that have been inter-generationally designed to meet family and cultural needs. In today's technological society, clinging to farming skills when there are not enough jobs becomes a barrier to learning other types of skills.
 - The lack of: (a) access to ABE programs, (b) public and private transportation, and (c) childcare services at an institution are major barriers for adult students' socioeconomic development and life long learning.
 - The lack of: (a) contextual content in instruction for students that desire to improve their family, work, and community; (b) effective program materials relevant to students' rate gain and career development; and (c) students'

involvement in decision - making for programs and classroom activities creates barriers to retention for adult learners.

The review of literature list of barriers provides insight into the retention phenomenon of adult learners and provides a guide for my investigation. The review of literature list of barriers reinforces my study to investigate the following:

- Discover participants' fears and anxieties that initiate non-continuation.
- Discover the positive and negative forces that impact participants' retention.
- Discover participants' perspectives of the benefits for attending an ESL program, and capture their sacrifices/limitations to unveil barriers to continuation.
- Discover participants' social-emotional barriers to continuation.
- Discover participants' attitude about education.
- Discover factors that impact participants' socialization and culturalization processes in America.
- Discover their reasons for attending a community college ESL program.
- Discover situational, institutional, and dispositional barriers that create non-continuation behavior patterns and socio-economic oppression.
- Discover participants' access to local and state information.
- Discover participants' access to support services.
- Discover participants' access to institutional services.
- Discover participants' educational attainment levels.

- Discover participants' learning modalities.

Investigation of the above list will provide my study with an understanding of the eight foreign-born Hispanic participants' retention barriers, and why they dropped out.

Which Services Have Made A Difference In Retention For Hispanic ESL Participants?

“Create a system of high quality education and support services that helps adults meet their goals as parents, workers, and community members” (The National Literacy Summit 2000, p. 7).

Hispanic Origin is defined as relating to or being a person of Latin American descent living in the United States such as Cuban, Mexican, or Puerto Rican (Merriam-Webster, 1993). Hispanics at all three levels of attainment (i.e., high school, some college, and college graduates) have the lowest proportion of completion in comparison to non-Hispanic in Washington State and nationally.

Avalos and Pavel (1993) research in support of improving the performance of the Hispanic community college students indicated that 56 percent of all Hispanic college students attend community colleges because they are inexpensive, offer pertinent instruction, and have close ties to the community. The critical factor that influences all Hispanic community college participants is financial aid (Fields, 1998; Nora, 1990; Rendon & Nora, 1988, 1989; Walker, 1998; Avalos & Pavel 1993).

My research has focused on foreign-born Hispanic pre-academic second language learners and explored different types of adult ESL services such as institutional services and support services that have been developed to meet the diverse goals of the Hispanic ESL learner. Adult ESL institutional service types include pre-employment ESL, workplace ESL, pre-academic ESL, vocational ESL (VESL), ESL for citizenship, and Family Literacy (Chisman, Wrigley, & Ewen, 1993). Services are provided by a wide range of institutions that include local education agencies, community colleges, libraries, community-based and volunteer organizations, churches, businesses and unions, small profit language schools, and some four-year colleges and universities (Center for Applied Linguistics, 1995).

Workplace Language Literacy

Kerda and Imel (1993) indicate that English as a Second Language programs include components designated as “*Workplace Language*.” These components are found in a variety of settings funded by various sponsors and are found to be the key to understanding the nature of instruction being provided. McGroarty and Scott (1993) suggest that some ESL programs can be described as *workplace literacy*. McGroarty and Scott discovered that this type of programming serves unemployed heterogeneous groups of adult ESL learners who are in need of preparation prior to entering the workplace. Learners in these programs work on a variety of second language skills. Many of the second language skills are integrated with life and survival skills related to interviewing or filling out forms needed to accomplish a job (McGroarty & Scott, 1993). Hull (1993) set forth that workplace education programs treat workers as skill deficient rather than as

multifaceted individuals with strengths to be built on. Workplace programs' underlying philosophy and issues affect course goals, materials, methodology, time, frequency, duration of classes, and learners' retention patterns (McGroarty & Scott, 1993).

U.S. Immigration And Naturalization Service

Classes to assist Hispanic learners through the naturalization process include passing the U.S. Immigration and Naturalization Service (INS) exam. The INS has seen dramatic enrollment gains as this population strives for U.S. citizenship (Constable, 1997; and Nixon & Keenan, 1997). Becker (1993) indicates that speaking English has been a requirement for citizenship since the turn of the last century and not until 1950 did strict mandates about reading and writing English become part of the naturalization requirements. Today, Hispanic applicants for U.S citizenship must meet both *English Literacy and Civics (EL/Civics)* requirements (Nixon & Keenan, 1997).

Volunteer Literacy In America

Schlusberg and Mueller (1995) emphasized that, as programs nationally struggle to provide needed services with shrinking funds, they have expanded the role of the volunteer in teaching adult ESL learners. English as a Second Language programs for adults use *volunteers* either as *auxiliary* or *primary* instructors. When volunteers are auxiliary, they function as bilingual tutors providing individualized attention to adults' needs, and in certain environments, they facilitate as group leaders (Schlusberg & Mueller, 1995). At the organizational level there are two national volunteer organizations providing support for adult ESL programs. The Laubach Literacy Action (LLA) and The

Literacy Volunteers of America (LVA). At the grass-roots level, ESL programs are provided by independent, self-supporting volunteer based literacy programs associated with the Laubach Literacy Action or Literacy Volunteers of America national organizations (Schlusberg & Mueller, 1995).

Family Literacy

Weinstein (1998) implied that the terms *intergenerational literacy* and *family literacy* describe how literacy is valued and applied in adults' and children's lives. Weinstein investigated policy, goals, models for programs design, and curriculum approaches in intergenerational and family literacy programs, to include promising practices. Schlessman-Frost (1994) investigated what results when two or more agencies share information for and about clients, the referral process of the same clients, the effect on agencies involved, and the resulting impact on the client. Schlessman-Frost focused on the distinctions of cooperation, coordination, and collaboration among ABE programs, ESL programs, and Family Bilingual programs. The author discovered that *collaboration* offered and provided better services than individual agencies could offer independently. The results also demonstrated that the future challenge to collaboration in adult ESL literacy programs of instruction is to develop collaborative processes that are ethical and reinforced by 21st century technology (Schlessman-Frost, 1994).

Even Start Family Literacy

Gonzales, Goldstein, Stief, Fiester, Weiner, and Waiters (1998) produced essential information on the *Migrant Education Even Start (MEES)* program, an

extension of the *Even Start Family Literacy* program, which aims to break the cycle of illiteracy; improve educational opportunities of low income families; integrate early childhood education, ABE, and ESL nationwide programs; and improve retention and persistence. The findings of Gonzales et al. (1998) suggest that public outreach services maintain a high profile in each state to publicize the success of the Even Start Project and attract additional support by making presentations about the program to local agencies and school staffs. Gonzales et al. (1998) indicates that the findings advocate the Even Start Project as useful for other state and local projects serving low-income mobile families or homeless populations. They share characteristics such as transiency, health, and educational needs that can be met by family literacy projects based on the Even Start approach (Gonzales et al., 1998).

American Libraries Services

America's libraries serve over 40 million adults who live in the shadows of prosperity and are denied some of the pleasures and rewards of lifelong learning (Comings & Cuban 2000). Comings and Cuban (2000) *Literacy in Libraries Across America (LILAA)* provides important insight on the need for learner retention and indicates that Library Literacy programs are part of a national system of adult education supported by federal, state, local, and private funds. They are permanent institutions in local communities that support adults' and children's learning. Libraries are the front line institutions that serve students with low literacy abilities or special learning needs. Today, libraries across America continue to serve individuals who have no other means

to educate themselves (Comings & Cuban, 2000). The following are examples of the United States Public Library services for low literacy adults.

- Reading Connections – A nonprofit agency that houses one-on-one volunteer tutoring and hotline.
- Project READ – A program that emphasizes adult literacy curriculum and instruction for Hispanics and other foreign-born immigrants.
- Second Start Program – A program that offers a large multicultural collection of books filled with literature that reflect African-American culture and community.
- Local literacy programs and services that offer Adult Basic Education, Family Literacy, and computer lab classes (Comings & Cuban, 2000).

Community And Technical Colleges

Recent trends in immigration and non-native English speakers in higher education are placing a growing demand for English as a Second Language (ESL) instruction at community colleges nationally (Ignash, 1992; Kuo, 2000). In 1991, the Center for the Study of Community Colleges (CSCC) sponsored by the National Center for Academic Achievement and Transfer surveyed 164 two-year colleges regarding needs and placement of ESL instruction and curriculum within Liberal Arts (Ignash, 1992). The 1991 CSCC study reported ESL as being a “Foreign Language” and part of the discipline of “Humanities” (Ignash, 1992). The results of the 1991 study by Ignash (1992) and the results of the 1998 study by Kuo (2000) showed that ESL curriculum and instruction in community colleges nationwide increased 38 percent between 1991 and 1998 (Kuo, 1999; Schuyler, 1999). Ignash (1992) indicates that Vocational English as Second

Language (VESL) programs had been introduced to community colleges to respond to the local needs of their communities, and to weave English language skills into vocational subject areas. Specific services that help with retention are:

- ESL programs that include instruction in listening comprehension, speaking, writing, reading, and grammar.
- ESL programs for F-1 visa students seeking intermediate and advanced level English skills.
- Programs for immigrants and Limited English Proficiency (LEP) students concentrating on conversational English, reading, writing, and American culture.
- Transitional programs to motivate ESL students to continue with both English and content area studies.
- Advance level courses such as ESL Psychology. ESL Psychology services provide smaller size classes, and students are given extra assistance in the language skills needed to understand the course material and assistance in completing the course requirements.
- VESL programs that attempt to integrate English language skills into vocational subjects by utilizing ESL strategies and techniques to teach vocational content.
- ESL tutoring programs.
- Bilingual Emersion programs and instruction in English, and college prep coursework including basic skills.
- Credit or non-credit ESL courses.
- Outreach, social, and cultural services (Ignash, 1992; Kuo, 2000).

Support Services

Purcell-Gates (1996) Home Literacy Survey Study advocates that adults must enroll in ABE & ESL programs to increase their reading and writings skills to perform work, family, and community functions. If not, these adults will remain low literate and not be able to function in today's changing technological society. Research has indicated that *support services* are essential in helping to meet the needs of ESL participants and in reducing the barriers to enrollment and participation. *Transportation, childcare, and personal issues* are the major concerns of institutions and programs that service this population. Childcare in most programs is not offered. Social service agencies have recognized that the lack of support services such as childcare and transportation is a major barrier to retention and causes conflict within the home and community. Many people are unable to take advantage of literacy offerings because of a lack of transportation to get to classes, and in some cases, this population cannot even understand the transportation options that are available to them. A variety of personal issues make it difficult for an individual to enroll in and stick with literacy training. Some personal issues are as follows: stress, shifting responsibilities, changes in relationships, cultural conflicts, lack of confidence, or embarrassment (Purcell-Gates, 1997).

Learning Disabilities

Roper's (1995) survey of 1,200 adult basic skills students was associated with Learning Disabilities (LD), deafness, and blindness (Kerka, 1998). These participants are lifelong learners and services must be provided once the disability is identified. Three

categories of assistance are available for the ESL learning disabled participant:

psychosocial, technological, and educational (NALLD, 1994; Kerka, 1998).

- Psychosocial Assistance – Kerka (1998) indicates that an individual's self-esteem can suffer from years of internalizing labels of stupidity and incompetence, fear, anxiety, or helplessness.
- Technology Assistance – Gerber and Reiff (1994) and Kerka (1998) indicate that technology and software enables an adult with learning disabilities to compensate for specific deficits and provides potential for increasing, maintaining, and/or improving functioning.
- Educational Strategies Assistance – Gadbow and Dubois (1998) and Kerka (1998) suggest that adult educators should foster an inclusive learning environment that includes sensitivity, attitudes, awareness, accommodations, and reflect critically on innovative ways to assist learners who learn differently.

Gerber and Reiff (1994), NALLD (1998), and Kerka (1998) explain that learning disability disorders affect the ability to acquire and use listening, speaking, reading, writing, reasoning, or mathematic skills. Kerka (1998) states that disability disorders vary in severity, may persist across an individual's lifespan, and may affect one or more areas of personal life; to include learning, working, and social and emotional functioning. Gerber and Reiff (1994) and Kerka (1998) indicate that learning disabilities are the largest segment of the disability population and a growing number of college students

identify themselves as having a learning disorder. Gregg, Curtis, and Schmidt (1996) indicates that African Americans and Hispanics are often inappropriately diagnosed with learning disorders and are challenged in several areas of life such as education, employment, daily routines, and social interactions. Kerka (1998) advocates that adults with learning disorders need a range of skills and abilities to manage their disabilities in education, training, and employment situations.

Kerka's (1998) research indicates that *Reframing* is an important factor and means for reinterpreting a situation in a productive and positive way. Kerka explains that the stages of reframing for adults with learning disorders are: (1) recognizing the disability, (2) accepting it, (3) understanding it and its implications, and (4) taking action. The reframing process is a continuous process of confronting one's strengths and weaknesses and making adjustments (Gerber & Reiff, 1994; Gerber et al., 1996; Reiff, Ginsberg, & Gerber, 1995).

English As A Second Language Literacy Instruction

Peyton and Crandall (1995) provides five approaches currently being used in adult English as a Second Language (ESL) Literacy instruction. These approaches include *Freirean or Participatory Education, Whole Language, Language Experience, Learner Writing and Publishing, Competency-Based Education, and Lexical approaches.*

1. Freirean/Participatory Education – Peyton and Crandall (1995) explains that the Freirean/Participatory approach revolve around the discussion of issues drawn from students real-life experiences. The Freirean/Participatory approach central

tenet is that education and knowledge help people liberate themselves from the social conditions that oppress them (Peyton & Crandall, 1995).

The central concepts of the Freirean/Participatory Education approach are as follows:

- Generative words and themes – This concept is the basis for conversation, reading, and writing activities in English.
 - Collaboration and Dialogue – This concept is implemented to allow teachers and students to face one another and discuss issues of concern in students' lives.
 - Problem Posing – This concept uses objects, pictures, and written texts for teachers and students to: (1) examine and describe the relationships among the objects, pictures, and people, (2) articulate the problem(s) illustrated, and (3) propose solutions to manage the problems discovered.
2. Whole Language Education - Peyton and Crandall (1995) explains that the Whole Language approach presents a perspective on language learning and teaching. Elelsky, Attwenger, and Flores (1990) and Peyton and Crandall (1995) indicate that the Whole Language approach in the classroom consists of communities of learners who work together to develop curriculum from individual or group experiences.
3. Language Experience – Peyton and Crandall (1995) explains that the Language experience approach is a teaching technique or teaching strategy where the

learners' experiences are dictated, then transcribed by the teacher and learners, and transcription is used as reading material. The Language Experience approach is ideal for ESL learners with well-developed speaking skills and low-level literacy skills (Peyton and Crandall, 1995). Peyton and Crandall (1995) indicates that this approach capitalizes on the learners' strengths and allows the learners' reading and writing to evolve naturally from class activities and spoken language.

4. **Learner Writing and Publishing** - Peyton and Crandall (1995) explains that the Learner Writing and Publishing approach encourages adult learners to write about their experiences. Programs that implement the Learner Writing and Publishing approach internally publish learners' writings and make them available for other students to read within the institution (Peyton and Crandall, 1995).
5. **Competency-Based Education** - Peyton and Crandall (1995) explains that the Competency-Based Education approach is designed for learners with academic, employment, self-enrichment, and basic survival goals. The Competency-Based Education approach encompasses four components:
 - Assessment of learners needs.
 - Selection of competencies based on those needs.
 - Instruction is designed for those competencies.
 - Evaluation of learners' performance is based on those competencies.

6. Lewis (1993) and Moudraia (2001) *Lexical approach* is “based on the idea that an important part of language acquisition is the ability to comprehend and produce lexical phrases as unanalyzed wholes or “chunks” and that these chunks become raw data by which learners perceive patterns of language traditionally thought of as grammar” (Lewis, 1993, p. 95).

Peyton and Crandall (1995) implies that research in the field of adult literacy has made considerable advances in the fields of psycholinguistics, second language acquisition, bilingual pedagogy, and multicultural education. These approaches represent a range of practices used in native language, bi-literacy programs, and ESL classes to increase retention patterns of Hispanic ESL learners in Washington State Community Colleges.

In summary, investigating what services have made a difference in retention for Hispanic ESL participants can result in a system of quality education in the field of ESL. Institutional services and support services must meet the needs of its constituents and reduce the barriers of retention to successful learning. Educational institutions provide services for programming in a wide variety of components such as workplace ESL; pre-academic ESL; pre-employment ESL; and ESL for citizenship to meet the diverse goals of second language learners. Institutional services (i.e., instructional, outreach, cultural, and student services) are provided by community colleges, community based organizations, libraries, volunteer organizations, businesses, and small profit schools. Prior research has demonstrated that a few English as a Second Language Programs

integrate life skills and survival skills significant to adults' environments of the home and community.

Recent research indicates that support services are essential in meeting ESL participants' needs outside of the institution. Support services are different from institutional services. Support services (i.e., childcare, transportation, and healthcare) are community-based services such as the Department of Human and Health Services, Department of Social Services, unemployment agencies and various community based organizations.

Educational institutions providing services to second language learners are concerned and challenged with domestic issues of transportation, childcare, and participants' healthcare. Social service agencies have recognized that the lack of transportation, childcare, and healthcare cause retention barriers as well as conflict in the home, work, and community. State and local agencies investigations have revealed that personal issues such as stress, attitude towards education, lack of confidence, poor health, and/or domestic violence are additional factors for adults' poor retention patterns in adult education programs nationwide.

This country's socioeconomic structure denies over 40 million adults that live in America's poverty the opportunity of life long learning. Research addressing libraries across America has discovered that libraries are the front line institutions that serve students with low literacy abilities and continue to serve individuals that have no other means of acquiring knowledge. At several community and technical colleges, individuals with low literacy skills are introduced to ESL through Vocational English as a Second Language programs. This strategic design allows community colleges to respond to the

local needs of their community and integrate English language skills into vocational subject areas.

In today's ESL programming and classrooms there are six philosophical approaches to instruction: (1) Freirean or Participatory approach, (2) Whole Language approach, (3) Language Experience approach, (4) Learner Writing and Publishing approach, (5) Competency-Based Education approach, and (6) Lexical approach (refer to pages 57 through 60 for explanations). These philosophical approaches represent a range of practices used in native language, bi-literacy, and in ESL classes to increase retention patterns of all diverse limited English speaking ethnic populations served by the various domestic and institutional services across the United States. Another vital approach to consider for increasing retention of all diverse limited English speaking ethnic populations is a native language literacy approach. A native language literacy approach can enhance ESL students' reading, writing, speaking, listening, vocabulary, and grammar skills in their native languages to assist in the comprehension of the English language.

Chapter Two Summary And Implications

The intent of Chapter Two was to gain: (a) insight from previous research investigations of retention barriers, and (b) an understanding of how the barriers discovered impact the Adult Basic Education students' learning, retention, and socio-economic development. The review of literature investigated educational research replete with models. Models provide a theoretical review of factors that affect or impact the

outcomes of populations, societies, institutions, or programs (Comings, Parrella, & Soricone, 1999).

Models Of Retention Barriers

Trujiman's (2000), Kirsh's, Jungleblut's, Jenkins', and Kolstad's (1993), and Jenkins' and Kirsh's (1994) state, national, and international research suggests that the degree of low-level literacy in the United States continues to increase. The above research reinforces my study to unveil the causes for the retention phenomenon of the eight foreign-born Hispanic ESL participants.

Quigley's (1992, 1997) and Dirx's and Jha's (1994) research identified that adults who drop out of ABE programs in the first few weeks of class contribute to the high attrition rates in adult literacy programs. The above research suggests that my study should continue the effort in discovering factors that cause non-continuation for adult ABE learners in the first few weeks of class. Quigley's (1992, 1997) research indicates that institutional barriers, situational barriers, and dispositional barriers provide a place from which reform might begin to affect the retention phenomenon of ABE learners. Quigley's (1992, 1997) research initiated my study's themes (i.e., institutional, situational, and dispositional factors) to: (a) help investigate why foreign-born Hispanic ESL learners drop out and (b) develop implications from my participants' institutional, situational, and dispositional experiences.

Beder's (1991, 1999) and Comings' Parrella's, and Soricone's (1999) research unveiled that the most in need of literacy education are least likely to seek it or persist once enrolled. Beder's (1991, 1999) studies provide a comprehensive review of adults'

decision to participate in Adult Basic Education programs. Beder (1991, 1999) explored adults' motivation as a force to overcome complex barriers to participation. Beder's (1991, 1999) research findings indicate that Adult Basic Education programs need to change their recruitment process, institutional practices, and provide instruction that is congruent with the life context of the adult learners. Beder's (1991, 1999) and Comings', Parrella's, and Soricone's (1999) research provides insight for my study to investigate my participants' experiences with community colleges' instructional, institutional, and recruitment practices.

Tracy-Mumford's (1994) and Comings', Parrella's, and Soricone's (1999) research focused on retention patterns of adult ABE learners. These two studies offer the field of ABE advice on how to improve program quality for adult learners. Tracy-Mumford's (1994) research developed an *Affective Retention Plan* that provides support to adult learners and improves ABE instruction. Tracy-Mumford's and Comings', Parrella's, and Soricone's findings stimulate my study to develop implications to reduce the retention phenomenon impacting foreign-born Hispanic ESL learners in Washington State ESL programs, and to unveil the specific factors that caused my participants' non-continuation behavior.

Miller's (1967), Lewin (1999), and Comings', Parrella's, and Soricone's (1999) *Force Field Analysis Model* identified positive and negative forces acting on adult learners. The above research discovered that negative forces such as low socioeconomic class structure and the lack of access of educational and social services impact adults' motivation to learning. Miller's (1967), Lewin (1999), and Comings', Parrella's, and Soricone's (1999) discovery increased my curiosity to discover the negative and positive

forces that caused my eight foreign-born Hispanic participants to drop out of a community college's ESL program.

Boshier's (1973,1977) and Comings', Parrella's, and Soricone's (1999) *Congruence Model* identified two groups of adult learners (i.e., *Growth-Oriented* adults and *Deficiency-Oriented* adults) based on the strength of their motivation to participate in ABE. The above research showed that growth-oriented adults' motivation is determined from their internal forces (e.g., spirituality, family, culture, and goals). The *Growth-Oriented* adult group provides my study with an understanding of motivation and my study's need to unveil the eight foreign-born Hispanic participants' internal forces that motivates their learning. Boshier's (1973,1977) and Comings', Parrella's, and Soricone's (1999) *Deficiency-Oriented* adults' motivation is affected from external forces (i.e., external factors that cause fear and/or anxiety). The *Deficiency-Oriented* adult group provides my study with an understanding of: (a) how adults' motivation is affected, and (b) how external forces can create barriers to adult's motivation and learning. Boshier's (1973,1977) and Comings', Parrella's, and Soricone's (1999) research reinforces my study to investigate and develop internal and external factors that impact foreign-born Hispanic ESL learners' decision to drop out of Washington State community colleges.

Rubenson's (1977) and Comings', Parrella's, and Soricone 's (1999) *Expectancy-Valence Model* identified expectancy (i.e., learners' perception of participation) and valence (i.e., learners' measure of cost and benefit to participate) for attending an ABE program. The above research provides insight into the benefits and sacrifices adult ABE learners need to measure prior to enrollment. Rubenson's (1977) and Comings', Parrella's, and Soricone 's (1999) research indicates that my study needs to provide

insight from the eight foreign-born Hispanic participants on (a) the benefits they perceived from attending a community college ESL program, and (b) the sacrifices and limitations they experienced while attending the ESL programs.

Cross' (1981) and Comings', Parrella's, and Soricone's (1999) *Chain Response Model* suggests that participation is the result of adults': (a) self-reflection of their confidence, (b) reflection of their attitude, and (c) comprehension of their goals. Cross' (1981) and Comings', Parrella's, and Soricone's (1999) research indicates that my study should investigate the eight foreign-born Hispanic participants': (a) level of confidence in the American society, (b) attitude about education, and (c) comprehension of their goals to unveil factors that can cause non-continuation behavior patterns.

Mortimer's and Simmons' (1978) and Comings', Parrella's, and Soricone's (1999) *Socialization Model* suggests that the problems caused by socialization create barriers to adults' participation (e.g., in the community and workplace). Mortimer's and Simmons' (1978) and Comings', Parrella's and Soricone's (1999) research provides my study with insight to gain an understanding of the eight foreign-born Hispanic participants' socialization and culturalization experiences in country of origin and in America.

Kotler's (1975), Beder's (1980, 1986, 1990), and Comings' Parrella's, and Soricone's (1999) *Demand Model* indicates that adults only participate when the value of gain is greater than the resources they use. The above research stimulates my study to investigate the eight foreign-born Hispanic participants' non-continuation experiences in order to unveil resources not available that impacted their decision to dropout.

Freire's (1970) *Critical Pedagogy Model* explains that the psychological state of persistence is a product of the social context of the adult. Freire's (1970) research model gives direction to my study, wherein investigation of the social-emotional state of each foreign-born Hispanic participant will discover factors that caused disfranchisement contributing to their non-continuation experience.

Bandura's (1986) research indicates that an individual must have self-direction and self-regulation; this is referred to as an individual's *Self-Efficacy*. Bandura's (1986) research concept of *Self-Efficacy* suggests that my study should investigate the eight foreign-born participants' driving force behind immigrating to America to learn the English language and culture.

Fingeret's (1983) research discovered that low literate adults use literacy skills of their families and do not acquire new skills. Fingeret's (1983) findings suggest that my study discover the eight foreign-born Hispanic participants' family background, and family skills and abilities to reveal factors that are intergenerational barriers.

Knowles' (1970) *Andragogy Model* explains that: (a) adults' self-concept moves from dependent to self-directed, (b) adults' have a growing reservoir of experiences, (c) adults' readiness to learn is oriented to developmental tasks for society, (d) adults' perspective changes from postponed application to immediacy application, and (e) adults' orientation shifts from subject centeredness to problem solving centeredness. Knowles' (1970) research provides insight for my study to explore: (a) how the eight foreign-born Hispanic participants learn (learning modalities), (b) what they want to learn and why, and (c) which ESL services are needed to assist in reducing non-continuation.

Models of retention provide my study with a theoretical review of factors that affect or impact adult learners in ABE programs. The models provide my study with insight on: (a) retention barriers of adult learners, and (b) adults' retention barriers impact on their socio-economic advancement in the home, workplace, and community.

Typologies Of Retention Barriers

Typological studies on the field of ABE were reviewed to gain insight into various aspects of institutional systems' practices, programs, curricula, attrition rates, and institutional systems' impact on adult learners and its community. Patton (1990) explains that typologies are classifications systems made up of categories that divide some aspect of the world into parts.

Pucell-Gates', Degener's, and Jacobson's (1998) research created a typology of literacy programs that described the distribution of programs along two dimensions. Pucell-Gates', Degener's, and Jacobson's (1998) life contextual or de-contextual dimension refers to the relevance of material that reflects the specific needs and socio-cultural context of the learner. The life contextual or de-contextual dimension provides insight for my study to discover: (a) the eight foreign-born Hispanics' instructional experiences in the ESL classroom, and (b) classroom materials that are needed to increase their understanding of the English language for advancement in the home, workplace, and community. Pucell-Gates', Degener's, and Jacobson's (1998) dialogic/monologic dimension refers to the extent of involvement the learner has in making decision regarding the activities as learning tools in the classroom. The dialogic/monologic dimension provides insight for my study to discover what type of activities were or were

not performed that influenced their non-continuation experience. The above research also provides insight to discover to what extent did the participants' decisions impacted campus services and/or cultural services within their community colleges.

Dirkx's and Jha's (1994) research reviewed comparative studies on retention behavior in the field of ABE and identified learners perceived to be at risk of dropping out. Dirkx's and Jha's (1994) review of studies discovered that psychosocial variables (i.e., life changes, personality, and patterns of interaction) differentiated learners who continue or drop out. Dirkx's and Jha's (1994) findings suggest that my study investigate the eight foreign-born Hispanic participants' individual profile in country of origin and in America to unveil at risk factors that can influence non-continuation behavior in Washington State community colleges' ESL programs.

Bosma's (1988), Diehkoff's and Diehkoff's (1984), Garrison's (1985), Martin's (1984, 1987, 1990), Quigley's (1990), and Dirkx's and Jha's (1994) *Prediction Model* of non-continuation centered on learners socio-demographic status, family status, and age. The above research suggests that my study investigate the eight foreign-born Hispanic participants' current status and family status to develop factors that caused barriers for their non-continuation.

Merriam-Webster (1993) defines the Hispanic Origin as a person of Latin American (e.g., Cuban, Mexican, and Puerto Rican). Constable's (1997) and Nixon's and Keenan's (1997) research indicates that naturalization classes for U. S. citizenship are available to assist Hispanic learners in passing the INS exam. Becker (1993) indicates that speaking English has been a requirement for citizenship since the turn of the 20th century and not until the 1950's, did requirements for reading and writing

become mandated prior to acquiring citizenship. Avalos' and Pavel's (1993) research explains that Hispanic students attend community colleges because they offer pertinent instruction and are inexpensive. Avalos' and Pavel's (1993) and Chrisman's, Wrigley's, and Ewen's (1993) research indicates that community college programs for Hispanics include vocational ESL, Family Literacy, pre-academic ESL, workplace ESL, pre-employment ESL, and ESL for citizenship.

Chrisman, Wrigley, and Ewen (1993) and the Center for Applied Linguistics (1995) indicate that these services are provided by a wide range of institutions other than community colleges such as community-based organizations, churches, and public libraries. Kerka's and Imel's (1993) and McGroarty's and Scott's (1993) research investigated workplace language and workplace literacy that employed heterogeneous groups of adult ESL learners who need workplace preparation prior to entering the workforce. Workplace language and literacy preparation skills integrate second language skills, life skills, and survival skills relating to interviewing and filling out forms/applications. The above research provides a snapshot of adult ESL learners' employment needs in America and provides insight for my study to investigate the eight foreign-born Hispanic participants' employment experiences. Hull's (1993) research explains that workplace ESL education programs treat adult workers as skill deficient rather than building on adults' strengths. Hull's (1993) research provides insight for my study to investigate the eight foreign-born Hispanic participants': (a) strengths and weaknesses in the workplace, (b) barriers that exist in the workplace, (c) workplace barriers that contributed to their non-continuation, and (d) instructional content they believe is needed for foreign-born Hispanic adults to advance in the workplace.

Schlusberg's and Mueller's (1995) research investigated volunteer literacy services nationally, and its impact on the ABE and ESL adult learners. Schlusberg's and Mueller's (1995) research shows that Adult Basic Education programs nationally need to provide volunteer tutors who are bilingual for ABE and ESL learners. The above research indicates that my study should investigate institutional services impact on the eight foreign-born Hispanic participants for causes of non-continuation.

Weinstein (1998) explains that intergenerational literacy and family literacy were designed to increase parental adults' relationships with their children. Weinstein's (1998) findings indicate that families' skills, abilities, and level of literacy proficiency affect their children's intergenerational development and literacy usage. Weinstein (1998) suggests that my study should explore the eight foreign-born Hispanic participants': (a) influences from childhood, (b) methods of influencing their children and family, and (c) goals for their children.

Schlessman-Frost (1994) focused on the distinction of cooperation, coordination, and collaboration among ABE programs, ESL programs, and Family Bilingual programs. Schlessman-Frost's (1994) findings show that when cooperation, coordination, and collaboration are set up to connect the programs, then they will provide better services than individual agencies could offer independently. Schlessman-Frost's (1994) research implies that my study should investigate the eight foreign-born Hispanic participants' access to outreach, campus, and student services experiences to unveil factors for non-continuation.

Gonzales, Goldstein, Stief, Fiester, Weiner, and Waiters (1998) produced pertinent information for the MEES program to assist low-income families by: (a)

increasing their levels of literacy proficiency, (b) improving access for educational opportunities, and (c) improving retention and persistence behavior patterns. Comings and Cuban (2000) indicates that American Libraries serve over 40 million adults who live in the shadows of prosperity. Comings' and Cuban's (2000) research implies that libraries are the permanent institutions serving youth and adults, and individuals who have no other means to educate themselves. The above research indicates that my study should investigate the eight foreign-born Hispanic participants' access to community services and organizations.

Ignash (1992) and Kuo (2000) indicate that immigration and non-native English speakers are placing a growing demand for ESL instruction at community colleges nationally. Ignash (1992) indicates that community colleges' integration of Vocational ESL was implemented to respond to the local needs of their communities and designed to integrate English language skills. Ignash's (1992), Schuyler's (1999), and Kuo's (2000) research shows that ESL curriculum and instruction in community colleges nationwide increased 38 percent between 1991 and 1998, and continues to increase. The above research indicates that my study should investigate what the eight foreign-born Hispanic participants': (a) focus for learning English skills, and (b) skills needed for the home, workplace, and community, to develop implications for the field of Adult Basic Education

Purcel-Gates (1996) Home Literacy research suggests that adults with low literacy skills and Limited English Speakers need to enroll in an ESL program to increase reading, writing, speaking, listening, and mathematic skills. Purcel-Gates' (1996) research findings indicate that transportation, childcare, and personal issues are the major

concerns for institutions nationally that serve ABE and ESL adult populations. Purcell-Gates (1996) indicates that my study needs to investigate the eight foreign-born Hispanic participants': (a) access to transportation and childcare, and (b) access to health information and healthcare.

NALLD's (1994), Roper's (1995), and Kerka's (1998) research discovered that ABE and ESL learners were associated with Learning Disabilities, deafness, and blindness. Gerber and Reiff(1994), NALLD (1994), and Kerka (1998) explains that disability disorders affect individuals' ability to acquire and use reading, writing, speaking, listening, reasoning, or mathematic skills. NALLD's (1994), Gerber's and Reiff's (1994), Roper's (1995), Gadbow's and Dubois' (1998), and Kerka's (1998) findings indicate that psychosocial, technology, and/or educational assistance is required once the disability is identified. Kerka (1998) explains that *Reframing* is an important factor for adults with learning disorders. Kerka (1998) suggests that assisting learners in confronting their strengths and weaknesses will allow them to make adjustments and take action. The above research indicates that my study should investigate: (a) how the eight foreign-born Hispanic participants like to learn, (b) if they had discipline problems in school, and (c) if they have trouble learning other subjects.

Gregg's, Curtis', and Schmidt's (1996) research findings discovered that African Americans and Hispanics are often inappropriately diagnosed with learning disability disorders. Lewis' (1993), Peyton's and Crandall's (1995), and Moudraia (2001) findings indicate that the six philosophical approaches (i.e., Freirean/Participatory, Whole Language, Language Experience, Learner Writing and Publishing, Competency-Based Education, and Lexical approaches) for ESL programs have made considerable advances

for classroom instruction. Peyton's and Crandall's (1995) research findings indicate that the philosophical approaches have made considerable advances in the field of psycholinguistics, second language acquisition, bilingual pedagogy, multicultural education, and the field of Adult Literacy. The above research indicates that my study should investigate the eight foreign-born Hispanic participants': (a) needs to make learning more meaningful, and (b) disruptions to their learning.

CHAPTER THREE: DESIGN OF THE STUDY

Chapter One of the proposal introduced the research problem, purpose of the study, and a historical perspective of the issue of literacy in Washington State. Chapter Two reviews relevant literature regarding retention and persistence of ESL learners, models for increasing retention, services needed or provided, and a typology of different programs and approaches.

Chapter Three presents the methodology and design of study. To focus the inquiry, the research question poses the following: What are the retention barriers for Hispanic English as a Second Language learners in Washington State community colleges? Sub-foci questions include: What is the profile of the Hispanic ESL learner? Why do Hispanic ESL participants dropout? What services are needed or provided to increase retention patterns of Hispanic ESL learners? Marshall and Rossman (1995) implied that the research questions “serve as boundaries around the study without unduly constraining it” (p. 28). This section includes a research methodology, design objectives, data needed, study participants, data collection procedures, data analysis procedures, strategies to ensure soundness of data, strategies for protection of human subjects, and time schedule for doing the study.

Limitations

As with all research, limitations were inherent with this study's qualitative methodology.

First, I am an African-American culturally competent in multiculturalism and interpersonal skills, but may not translate the participants' experience accurately from a cultural perspective. My lack of Spanish speaking skills might have created a bias with respect to participants sharing their barriers to successful learning and/or program completion. To minimize risk of interpretation, I provided two interpreters to ask questions, capture participants' voices, translate participants' voices, and with participants' consent audio/video tape recording was utilized for reflection.

I provided two interpreters with the following characteristics: (a) excellent English skills; (b) Hispanic ethnicity; (c) fluent in speaking Spanish, and capable of reading and writing Spanish; (d) able to understand and interpret various dialects (i.e., grammar, pronunciation, and vocabulary) of the Spanish language from different countries of origin; (e) capable of understanding, interpreting, and communicating the interviewee's social, psychological, and emotional behaviors; (f) professional and inviting regarding interpersonal skills; and (g) demonstrating a desire to participate in the research. Interpreters' biographies are provided in appendix (see Biography I and II).

Another limitation to this study is that the use of my interpreters could be considered a "filter" to the voices of my study's participants. In other words, I have reported what the interpreters indicated to me were the participants' statements. This is mitigated because of the professionalism of the interpreters. I made a stipulation to my

interpreters that they report exactly what each participant had said and reflect the participants' use of grammar in Spanish. I know they followed through on this.

A third limitation to this study is that the eight foreign-born Hispanic participants may not be representative of the migrant populations from Mexico because most of the eight participants came from larger cities in Mexico where higher levels of educational attainment in the language of Spanish are more typical. While there was some variance among the participants, the educational attainment before coming to the United States seems higher (see *Table 4*). Lollock (2001) research indicates that high educational attainment levels are not typical of most immigrants from Mexico.

Research Methodology

Patton (2000) indicates that qualitative methods permit the evaluator to study selected issues in depth and in detail. Gall, Gall, and Borg (1999) indicate that qualitative research is based on the assumption that individuals construct reality and seek to explore meaning and interpretation through intensive study. Therefore, qualitative research is descriptive, and the data is collected and communicated in the form of words or pictures to express the findings from investigation (Bogdan & Biklen, 1992). Some researchers go into the natural settings with their pads in hand collecting data to inform them of their work and to gain an in-depth understanding of the phenomena (Bogdan & Biklen 1992).

Lincoln and Guba (1985) indicated that the method of research guides the researcher's strategy for gathering and analyzing data to accomplish her or his objectives.

"The first step in conducting a qualitative study is to obtain copies of all available

documents describing the event or phenomenon” (Tuckman, 1998, p. 414). This type of preparation is best and creates criteria to allow investigators to orient themselves to the phenomena they are about to examine (Tuckman, 1998).

Bogdan and Biklen (1998) implied that the researcher’s methods are: (1) shaped by the researcher’s assumptions, (2) interests, and (3) purpose of research. This study illustrates that my assumption is that all Hispanics must be given the *equal opportunity* and reinforcement in achieving *equality* in the workforce, home, and community. In this study, my interest is focused on the retention of second language learners developed from my epistemological curiosity of the retention barriers to the Hispanic ethnic population. The intent or purpose is to gain an in-depth understanding of the participants’ internal, external, positive, and negative perceptions as factors causing the retention barrier phenomenon for Hispanics. My qualitative study investigated the experiences of Adult Basic Education’s Hispanic ESL learners, who were enrolled in Washington State’s Community Colleges for a period of time and dropped out.

Qualitative Research

While there are various brands of qualitative research, all share the common goal of understanding the subject from the subject’s own point of view. “Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter” (Denzin & Lincoln, 1994, p. 2). Merriam and Simpson (1995) emphasized that qualitative research assumes existence of many realities constructed by individuals interacting in their natural setting.

Qualitative designs are naturalistic in that the researcher does not attempt to manipulate the research setting. The setting is a naturally occurring event, program, community, or relationship interacting with no predetermined course established by or for the researcher (Patton, 2000). Patton's (2000) naturalistic inquiry contrasted to experimental research does not produce the same essence because the investigator of experimental research attempts to completely control conditions of the study by manipulating and changing external forces to confirm a limited set of variables.

Qualitative methods are particularly oriented towards exploration, discovery, and inductive logic. An evaluation is inductive to the extent that the researcher attempts to make sense of the phenomena (Patton, 2000). The strategy of inductive design is to allow important dimensions to emerge as patterns in the research without presupposing in advance what the dimensions will be (Patton, 2000). This research has used the naturalistic inquiry design and inductive strategy to allow patterns in the data to emerge for the development of an in-depth understanding of the participants and the phenomena of retention.

Phenomenology

Van Manen (1990) and Patton (1990) imply that philosophers and methodologist have been engaged in a long-standing epistemological debate about how to conduct human science research. Patton (1990) indicates that their debate is centered around two fundamentally different and competing inquiry paradigms (a way of breaking down the complexity of the reality): (1) logical-positivism (the use of quantitative and experimental methods to investigate hypothetical-deductive generalization, and (2) phenomenological

inquiry (the use of qualitative and naturalistic approaches to inductively and holistically understand humans' internal and external experiences in context-specific environments). This study's human science approach to understanding the retention barriers of Hispanic adult learners is phenomenological because: (a) phenomenology research is a human science that studies a phenomenon naturalistically and inductively, and (b) andragogy (how adults learn) requires a phenomenological sensitivity to adults' internal and external experiences.

Van Manen (1990) indicates that phenomenological research always wants to know and understand the way human beings experience the world, and the world in which they live. Bogdan and Bilken (1998) advocates that phenomenological research is designed to understand meaning of events and interactions of ordinary people in particular situations. The phenomenological research approach emphasizes the subjective aspects of human behavior to gain entry into their conceptual world in order to understand what meaning they construct around events in their daily lives (Van Manen, 1990).

Phenomenological research is a study of essence that attempts to uncover and describe the structure (internal meanings) that governs the instances or particular manifestations of the occurrence (Van Manen, 1990). Phenomenological methods of inquiry are modes of questioning from the researcher and require modes of reflecting and focusing from its participants to capture the essence behind the phenomenon to interpret into plausible data (Van Manen, 1990).

The knowledge to be generated from the implementation of this study's phenomenological (human science) methodology are meant to serve as relevant factors

for the practice of andragogy and to the field of Adult Basic Education to increase program retention of foreign-born Hispanic second language learners.

In this qualitative research, selected Hispanic foreign-born ESL non-continuation students were asked through an in-depth interview process to reflect on their experience that influenced their decision to drop out of a Washington State community college English as a Second Language program. This phenomenon has provided an in-depth understanding into the Hispanic ESL learner retention barriers.

Design Objectives

The design of the study is organized in three phases with the overall goal of: (1) identifying and understanding the factors leading to foreign-born Hispanic's retention barriers, (2) developing strategic implications to increase awareness about the retention barriers of foreign-born Hispanic's ESL learners, and (3) providing factors to decrease the proportion of students who drop out of Adult Basic Education (ABE) programs in community colleges and other ABE programs in Washington State.

Phase One

The goal of Phase One was to identify eight foreign-born Hispanic non-continuation students who contributed to the dropout rate in Washington State Community and Technical Colleges' English as a Second Language programs. Three alternative recruitment strategies were developed for this phase:

- Obtain Washington Adult Basic Education Reporting System (WABERS) records for participants' accountability in ABE. The WABERS report contains student ethnicity, demographics, and assessment scores for placement in ESL levels 1 through 6.
- Obtain registration records: This data provides a time frame in which the foreign-born Hispanic students participated in ESL before dropping out of the program.
- Obtain classroom access: This process allows the researcher and interpreters to administer a survey to select participants for recruitment.

Phase Two

The goal of Phase Two was to identify the factors influencing students to drop out of adult basic skills ESL programs before reaching a personal goal of acquiring a certain job or simply completing a program. Specific objectives for this phase included:

- Identification of sample of dropped out students from Phase One.
- Identification of strategies for in-depth interviews with selected participants.
- Development of materials necessary to facilitate in-depth interviews.
 - 1) Questions for interview sessions
 - 2) Materials for protection of human subjects
 - 3) Consent forms
 - 4) Other data relevant to the success of the study
- Implementation of in-depth interview process.

Phase Three

The goal of Phase Three was to unveil the factors discovered leading to non-continuation in order to increase retention rate and patterns. Specific objectives for this phase included:

- To discover participants' profiles.
- To discover which situational barriers affect non-continuation of the Hispanic participants in adult basic skills ESL program.
- To discover which dispositional barriers affect non-continuation of the Hispanic participants in adult basic skills ESL programs.
- To discover which institutional barriers affect non-continuation of the Hispanic participants in adult basic skills ESL programs.
- To discover participants' perception of services provided and services needed.
- To discover any un-intended outcomes that emerged from the in-depth interview process with participants.

Data Needed

Qualitative approaches using interview methods were selected as one of the appropriate methods of data gathering. Field notes contain the description of what was observed. Aside from getting along in the setting, the fundamental work of the researcher was to take good field notes (Patton, 2000). The primary data consisted of complete transcripts from interviews with Hispanic ESL dropouts from community college's adult basic skills ESL programs. I used field notes and audio/video tapes to augment the data

with my subjective impressions of the interview (Bogdan & Biklen, 1998). I consulted with Hispanic community leaders and professionals in the field to ensure that I was aware of my prejudices, biased viewpoints, and unethical assumptions regarding the phenomenon under investigation (Thomas, 2000).

My cultural background is African-American. However, I am culturally competent in the values and beliefs of the Hispanic ethnic population from personal experiences and from living in Harlem, New York City. But, I remain at a disadvantage because I do not fluently speak Spanish to capture the voices of the participants. Since the research target population is foreign-born, Spanish speaking, limited English Hispanics from various demographic regions, I provided two translators who were fluent in the various dialects of the Spanish language to interpret participants' voices to capture their experiences, translate all documents needed to inform participants about the research, and translate all documents concerning risks and benefits. Audio/video tape recording was provided for the interpreters and myself to review participants' voices for complete comprehension with consent from participants. The following process was performed after each interview with participants:

- The audio and video recordings were reviewed.
- Each participant's answers were reviewed to be sure that the participant understood the question in Spanish and answered the interview questions as accurately as possible.
- Once the interpreters and I agreed that the participant's answers were in direct response to the interview questions, the interpreters and I immediately began to translate the participant's answers from Spanish to English.

- After translating participant's answers in English the interpreters and I:
 1. Checked the participant's answers in English to ensure that the answers were aligned with the interview questions.
 2. Determined if another interview session was needed to clarify any ambiguous answers discovered.
 3. Determined if I needed to develop additional questions, to be approved by the IRB, before the next interview session with each participant.
- Once the interpreters and I agreed that the participant's answers in English were appropriate for the interview questions, the interpreters and I immediately began to translate the English translation back to Spanish.
- The interpreters and I checked each answer translated back into Spanish for confirmability with original answers in the Spanish Language.
- The interpreters and I organized each participant's answers in Spanish with a Spanish version of the interview questions to prepare for mailing back to the participant for her or his review to receive: (a) approval that the answers were as accurate per her or his reflection, and (b) consent to use the answers in my study.
- After two weeks passed, the interpreters and I contacted each participant to ensure that there were no errors or misinterpretation in her or his answers to the questions in the interview question guide.
- After receiving approval from each participant by phone and/or person, I checked with the community college's *Dean and ESL Staff* by email and by phone, and I checked with the *Directors and Staff Members* of the community based organizations to ensure that their students did not indicate to them any problems

with the interview experience, interview questions and answers, and/or with the study.

- After the interpreters and I received approval and consent from the participants and determined that they had not reported any problems to the sites' dean and directors, then I was ready to publish the participants' responses.

Study Participants

Eight study participants were selected from one community college and two community based organizations in Washington State. These participants are foreign-born Hispanic in origin and have experienced non-continuation in adult basic skills ESL programs.

In order to acquire participants for my study, I utilized the Internet to obtain a listing of all the community and technical colleges in Washington State. The data retrieved consisted of information about all the community and technical colleges and community based organizations in Washington State that provide ESL instruction and/or services. I energetically attempted to contact each community and technical college and each community based organization in Washington State. From the contacts made early in the process, the interpreters and I received invitations to a majority of the community and technical colleges and community based organizations. Each institution provides an Adult Basic Education ESL program with a Hispanic population to conduct the survey for recruitment. A majority of the ESL population at the contacted community and technical colleges and community-based organizations were ethnically diverse. (e. g.,

Asian, European, Latino/a, and African). Each institution I contacted had: (a) a large population of Hispanics, (b) a large Hispanic population that was older than 30 years of age, (c) several Hispanic students who did not drop out of another community or technical college in Washington State, and/or (d) Hispanic students who were hesitant about participating in the study.

The purpose of this study is to unveil factors why Hispanic foreign-born ESL learners dropped out of a Washington State community college English as a Second Language program. The participants recruited for this study had: (a) dropped out of a Washington State community college ESL program in the past, (b) re-enrolled in an ESL program at a community/technical college or community based organization in Washington State (i.e., these are the types of institutions participants were recruited from) at the time of recruitment, and (c) participated in the survey for selection as a candidate for the study.

After much travel and implementation of the survey, the interpreters and I sorted through the surveys to select those foreign-born Hispanic participants that met the criteria. After selecting eight participants, I contacted the institutions they attended. I talked to the community college dean and the directors at two community-based organizations to gain permission to return back and speak with the selected participants, and to provide a room for selected participants, interpreters, and myself to: (a) discuss the purpose of the research, (b) explain the data involved, and (c) initiate the consent document procedure. Next, the interpreters and I contacted the participants by phone in Spanish to set up an appointment at their institutions, and at their convenience.

Criteria For Participation In The Study:

- **Hispanic Origin – Foreign-born:** The review of literature in this study indicated that Lollock (2001) reported that the foreign-born population is less likely to complete high school or college. In addition, more than one-fifth of the foreign-born population in the United States has less than a ninth-grade academic level, 22.2 percent reported in 2000.
- **Age 18 to 30:** This age range is of particular interest because this age range is most likely to drop out due to institutional, dispositional, and situational barriers (Coming, Parrella, & Soricone, 1999).
- **Attended a community college Adult Basic Education ESL program in Washington State:** Students participating in this study must have attended a community or technical college in Washington State for their experiences in adult basic skills ESL program.
- **Dropped out of an Adult Basic Education ESL program:** The purpose for this targeted population of Hispanic foreign-born non-continuation students as participants was to gain an in-depth understanding of the barriers that influenced their decision to drop out of Washington State community colleges' Adult Basic Education English as a Second Language programs.
- **Willingness to participate in the research:** Students must have demonstrated an interest in the study.

I also worked in partnership with the Washington State Community and Technical Colleges' Office of Adult Literacy, Washington State's Hispanic Commission, and other local Hispanic and non-Hispanic organizations to help identify the sample to ensure

effectiveness of the research. The organizations provided me with contacts to assist in acquiring my eight foreign-born Hispanic ESL non-continuation participants.

Data Collection Procedure

Patton's (1990) interview guide approach was the procedure used to collect data for the study (p. 288-289). Patton (1990) suggests that the phenomenon to be studied is specified in advance and in outline form. Patton (1990) recommends that the interviewer decide the sequence and wording of questions during the course of interviews. The researcher remained flexible with the participant and reverted to informal conversational interview approach to allow questions to emerge from the immediate context and in the nature of things (Patton, 1990, p. 288).

Interviews allow a researcher to observe the phenomenon emerging over time. Patton (2000) indicates that the purpose of interviewing is to discover what is on a person's mind. Interviewing allows for feelings, thoughts, and intentions to be verbally or non-verbally expressed. Interviews require that the person being interviewed reflect on behaviors or actions that took place in the past (Patton, 2000).

Another important factor is that interviews allow researchers (allowed me) to gain an in-depth understanding of how people organize the world and make meaning of what goes on in the world (Patton 2000). Qualitative interviewing makes it possible for the person being interviewed to bring the interviewer into her or his world to create factors that are plausible as strategic implications for practitioners and policy-makers (Patton, 2000).

In my study's interview approach, audio/video taping and an interpreter were required because there may have been instances where it would be helpful to listen to excerpts from audio tapes in order to capture the respondent's tone, and an interpreter to clarify something the participants said in native language, something I wrote, or to obtain precise quotes.

To ensure successful interviews, the following procedure was used:

- I contacted selected community colleges to obtain information about Hispanic students that left their Adult Basic Education ESL program without completing their class(s).
- The interpreters and I reviewed the survey's feedback to determine if the Hispanic participants dropped out of another ESL program at a community or technical college in Washington State, or if the Hispanic participants dropped out of the community college they were recruited from. The development and implementation of the survey was to ensure that each participant met the criteria for my study.
- Once non-continuation Hispanic students were identified and they met the criterion for potential study participants. I ensured that the potential study participants clearly understood in Spanish the benefits and risks associated with their participation in the study.
- I provided the potential study participants with all the information needed to reach a decision on whether or not to participate in this research study in the Spanish Language.

- Since the research focus population was foreign-born, Spanish speaking, limited English Hispanics, the study participants were given a translated informed consent document as determined by the Oregon State University's Institution Review Board.
- The Limited English speaking participants were allowed to make their mark on the consent document, as long as the mark was consistent with Washington State Laws.
- I then set a date and time for the first interview during participants' personal time.
- I contacted the participants a week ahead of the scheduled time for confirmation.
- The participants and I decided collaboratively a site to meet and conduct the interview(s).
- I ensured the availability of a qualified interpreter at each interview session.
- Each interview time was determined by the participants' availability.

I anticipated a minimum of one or possibly two interviews with each person and was flexible to meet as many times as needed to capture the participant's experience within reason and time commitment. Marshall and Rossman (1995) advocates that this type of in-depth approach assists the researcher in identifying salient themes and patterns of how the participant makes meaning from his or her experience in a Washington State community college ESL program

Each participant was interviewed only once. The interview questions guide was designed to be open-ended to allow participants to reflect on a specific experience. Since the interviews were scheduled around participants' availability, each participant was

allowed an hour to two hours to participate in the interview, to reflect, and to provide feedback as specific as possible. In order to provide a secure and comfortable environment conducive to participants' full participation, I was granted permission by the community college's dean and the two community based organizations' directors to provide rooms to conduct the interviews on site.

Data Analysis Procedure

This study has incorporated qualitative methods of research, which are deemed to be subjective and interpretive in nature. Data was derived from the review of primary and secondary sources of literature. Based on the thorough review of literature, gaps were identified in developing my understanding of the factors that cause retention barriers for foreign-born Hispanic ESL dropouts from Washington State's community colleges. Interviews were conducted to address those gaps and to establish credibility and confirmability of the findings. A set of interview questions was developed to collect oral experience. Eight key informants who have thorough knowledge and experience in Washington State's community colleges' adult basic education ESL programs and services were interviewed.

Each interview was conducted with one or two interpreters. The role of the interpreter was to use his professional linguistic experience to assist the researcher in translating and identifying key factors to participant's ESL experience. The interviews were conducted in person and were recorded on audio/video tape with the interviewee's permission.

Next, the interviews began, the interpreter(s) translated, and I audio/video taped the interview. After each interview, the interpreter(s) and I transcribed the tapes, analyzed the interviews for key responses to the questions, and conducted a member's check with each interviewee to make certain that she or he agreed with the transcription and analysis.

The interpreters and I contacted each participant to gain approval and consent to use their feedback in my study. Each participant received in the mail a copy of their feedback from the interview, and a copy of the interview question guide. Both copies were in the language of Spanish. I also contacted and confirmed with the community college's dean and the two community-based organizations' directors that their students (i.e., my participants) approved, and that there were no issues.

A second interview would have been required for the following reasons: (a) the interpreters' and my analysis of interviewee's response was ambiguous and needed clarity, (b) the interviewee disagreed with the analysis and transcription of her or his response(s), and/or (c) additional questions were necessary to capture a more in-depth response of interviewee's experience. The interpreters asked each interviewee twice (i.e., at the end of each question and at the end of the interview session) to add any additional information she or he wanted to add based on original questions. Each interviewee was given an interview question guide in the Spanish language to take home to reflect on the interview experience and to provide further answers from their reflections regarding the original questions. Each participant was contacted after each interview session and none of the eight participants indicated they wanted to provide further comments. The participants informed that their responses were complete to their satisfaction.

Strategies For Soundness Of Findings

One important way to strengthen a study design is through a combination of data sources focused on the same phenomena. Denzin (1978) has identified four basic types of triangulation: (a) data triangulation - the use of a variety of data sources in a study, (b) investigative triangulation - the use of several different investigators or researchers, (c) theory triangulation - the use of multiple theoretical perspectives, and (d) methodological triangulation - the use of multiple methods to study a single problem. Out of Denzin's (1978) four basic types of triangulation, I determined that Denzin's (1978) data triangulation provides my study with the appropriate data from the survey and the interviews to capture participants' perspectives of the retention phenomenon.

Merriam (1998) implies that the ability to produce plausible research is of paramount importance in educational research. A researcher can trust what she or he knows because the researcher feels the worth of the final analysis within her or his bones (Glaser & Strauss, 1967). Bogdan and Biklen (1998) argue that the research participants should be given the opportunity to validate the accuracy of what was recorded in the interview process and provide additional information for further clarification of what they said or intended to say. Kemmis (1983) suggests that a study is valid and reliable when: (1) the researcher observes the phenomenon emerge, (2) the researcher's perception of the data is concrete, (3) the researcher's interpretation of the interview process is complete, and (4) clarity of field notes and audio/video tapes are congruent. I utilized integrity and members checking as strategies for soundness of findings adapted from Gall, Gall, & Borg (1999).

- *Integrity*: The research participants' perceptions and understanding of their reality (*emic perspective*) were reflected through field notes, tape recordings, and comments from the participants, in their own words. The interpreters' and my integrity process was checked by providing each participant with a copy (i.e., hand carried and/or mailed) of her or his interview comments (i.e., in the language of Spanish) to: (a) receive a confirmation of her or his words (i.e., audio and video recorded) spoken in the language of Spanish, and (b) use their voice as data for the research. The results from the eight participants' review of their voices indicated that the interpreters' translations, good field notes, and good use of audio/video recording captured participants' voices and their perceptions of reality, resulting in our in-depth understanding of their reasons for non-continuation.
- *Member Checking*: In this qualitative research, *members checking* was used to check the participants' perceptions and understanding of their reality by having participants review statements in my reports or field notes or tape recordings for plausibility, accuracy, and completeness (Gall, Gall, and Borg, 1999). The interpreters and I contacted the eight participants by phone and/or in person to confirm their approval of their interview answers as translated. The results indicated that each participant had no issues with the transcription of her or his spoken words, and each participant confirmed her or his support for the research.

Strategies For Protection Of Human Subjects

This study developed strategies for protection of human subjects to ensure privacy of human subjects' demographics data, interview data, as well as remaining in compliance with Oregon State University policies for human subjects. The Oregon State University Human Subjects Policy was adhered to and approval was obtained before starting the research and documentation. An informed consent document was thoroughly explained to each research participant in Spanish by the interpreters and a signed consent form outlining the purpose of the research was filed at the university. Interpreters were registered and certified by the Institution Review Board (IRB) prior to conducting the study.

Timeline

The timeline for this study began with a full review of literature in the winter 2003, presentation of proposal spring 2003, interviews fall 2003, data analysis winter 2003, review of results and implications spring 2004, and final defense winter 2005.

CHAPTER FOUR: RESULTS

The purpose of Chapter Four is to report the results of the study. As discussed in Chapter Two, previous research conducted on the topic of retention or non-continuation in the field of Adult Basic Education has been both quantitative and qualitative in nature and has documented the importance of: (1) institutional factors, (2) situational factors, and (3) dispositional factors.

The study is designed to investigate the topic qualitatively. The following research questions explore the non-continuation phenomenon from the voices and experiences of Hispanic English as a Second Language learners who dropped out of Washington State community college English as a Second Language programs.

- What are the retention barriers of the Hispanic English as a Second Language population in Washington State Community Colleges?
 1. What is the profile of the foreign-born Hispanic ESL learner in Washington State's Community Colleges?
 2. Why do Hispanic ESL participants drop out?
 3. What services are needed and provided to increase retention patterns of Hispanic ESL learners?

- What services could make a difference in retention of Hispanic English as a Second Language participants?

The interview question guide is designed to examine each participant's retention barriers from the following factors: (1) academic, (2) campus services and organization, (3) learning modalities, (4) social emotional, (5) current status, (6) family background, (7) health, and (8) personal goals - to unveil each participant's institutional, situational, and dispositional barriers that caused non-continuation behavior patterns. The intent of this study is to gain an in-depth understanding of the factors that cause non-continuation for Hispanic English as a Second Language learners.

Reflection Of The Qualitative Process

This study's processes were ultimately rewarding, although data collection and analysis were at times overwhelming and tedious. The study's qualitative methodology provided me with a method (i.e., interviews) for an in-depth study of Hispanic ESL learners' retention phenomena in the native language of Spanish. Research of previous studies revealed that all studies were constructed in the English language for the entire field of Adult Basic Education, both quantitatively and qualitatively. Through video and audio recorded interviews, the reasons participants gave for their non-continuation experiences contributed to my understanding of the factors that caused the participants to drop out of an ESL program at a community college in Washington State.

Research projects designed to use qualitative methods with a phenomenological approach have many advantages. For this study, the primary advantage was that it provided me with a perspective of the participants' experiences and gave them an opportunity to recollect their non-continuation experience. A second advantage of the

qualitative method was that it gave the interpreters and me an opportunity to be flexible and spontaneous with the interview question guide with each participant. A flexible question guide allowed each participant to explore her or his own unique experiences and report relevant information about her or his experiences. A third advantage relates to professional development. A qualitative approach to research demands interviewing skills and abilities in the facilitation of the interviews. When facilitating interviews, personal skills of: (a) patience, (b) listening, (c) knowing when to ask a question, (d) knowing when to speak, (e) knowing how to provoke cognitive stimulation, and (f) summarizing the participant's voice are very critical in the process of analysis and interpretation. In the data collection process, interpersonal skills to: (a) be imaginative, (b) be sensitive, (c) be responsive, (d) be empathetic, and (e) be inviting are very significant. The last advantage and reason this study was designed qualitatively with a phenomenological approach was the extreme wealth of information and knowledge gained from applying the methodology.

This study's qualitative design required total concentration and involvement as the research progressed. The design required a strong commitment of time and effort to coordinate institutional interviews to: (1) recruit participants, (2) coordinate dates and times to conduct surveys, and (3) coordinate interviews with participants to capture their experiences. The process of: (1) listening to tapes, (2) translating tapes, (3) correcting and editing transcribed data, and (4) coding transcripts simultaneously was very challenging.

Modification In Data Collection Procedure

Due to an early approval of the research proposal, I made some critical changes to recruit potential participants in the data collection process by: (1) developing a survey, and (2) expanding the age range of the potential participants.

To discover potential participants for the recruitment phase of the research, this study developed and implemented a survey to recruit potential participants at the various organizations (i.e., churches, community-based organizations, community and technical colleges, and local agencies). The purpose for the development of a survey (i.e., translated in English and Spanish) was to recruit adult foreign-born Hispanic ESL learners that experienced non-continuation in Washington State community colleges. The survey provided privacy and confidentiality for potential participants who volunteered to participate in the research project. Refer to *Appendix D* to see the survey used to recruit potential participants for this study.

The survey allowed me to:

- Avoid from recruiting in the malls and in other public areas in Washington State.
- Provide a strategy and method for recruitment that is aligned with the study's methodology (i.e., qualitative methodology with a phenomenological approach).
- Professionally introduce my research to ESL providers (e.g., churches and educational institutions) and supporters (i.e., Office of Adult Literacy and the Hispanic Commission) in Washington State.

- Professionally present my research to vice presidents, deans, and ESL faculty at community and technical colleges, and to directors and faculty at community-based organizations and churches in Washington State.
- Give these administrators an opportunity to ask questions about my research so they will gain an in-depth understanding of the purpose and methodology of the study.
- Acquire approval from these administrators to conduct the survey with their ESL students.
- Gain access to ESL programs and classrooms.
- Gain access to an adult Hispanic population that dropped out of community college ESL program in Washington State.
- Gain access to Hispanic adults in the age range of 18 through 30.
- Gain access to Mexican foreign-born Hispanic adult ESL students.

Current investigation indicates that Hispanic English as a Second Language adult learners in Washington State Community and Technical Colleges' English as a Second Language programs begin at the age of 18. The interpreters and I expanded the study's participant age range for recruitment from age 18 through 27 to age 18 through 30. From my visits to the various institutions, the results from the surveys indicated that the study's age range for recruitment was not readily available. The interpreters and I discovered from the surveys conducted that the average age of the ESL students began at age 27. Therefore, the change allowed me to gain a wider age range of participants to recruit from the survey for interviewing.

Coding Scheme

The interview question guide was organized in a developmental fashion (i.e., step by step from beginning of participants' education). The organization of the interview question guide provided background from: (a) past non-continuation institutional experiences, (b) events occurring from situational experiences, and (c) interviewees' present disposition for future outcomes to unveil factors that cause non-continuation.

Coding took into account all of the answers from each participant. Because qualitative research is naturalistic, it provided important statements from the interviewees and unveiled the experiences interviewees brought to the subject under study from the interviews. To ensure privacy, the coding scheme designated each interviewee with a pseudonym.

Emergent Themes

To make sense of all the coded data, Gall, Gall, & Borg (1999) and Bogdan & Bilkin (1998) recommend organizing the initial codes into themes, also known as categories. The goal of categories in this study is to assist in collecting and organizing data. The design of the interview question guide allowed for themes to emerge inductively. In other words, no prior predictions or assumptions were made about the interrelationships prior to data analysis.

General Profile Of Participants

As previously mentioned, retention is a complex phenomenon which involves the interaction of many factors. One common factor discovered in each of the foreign-born Hispanic ESL participants' profiles was the high level of maturity (i.e., responsibility for personal and family support) in their responses. Refer to *Table 3* to see the profile of the eight foreign-born Hispanic participants in Washington State. *Table 3* illustrates that the non-continutors in this study consist of four foreign-born Hispanic females and four foreign-born Hispanic males. The non-continutors' ages in this study ranged from the age twenty to thirty years of age. Seven out of the eight foreign-born non-continutors are Spanish dominant speakers, and one is an indigenous native language speaker. The indigenous speaker is bilingual with the language of Spanish, and one of the dominant Spanish speakers is bilingual in the language of English.

The following terms need to be defined for *Table 3*:

- Bilingual – an individual's ability to speak two languages with equal fluency.
- Foreign-born – an individual situated outside of her/his own country of origin.
- Indigenous - is an individual originating and living naturally in a particular region or environment.
- Spanish Dominant – an individual fluent in the language of Spanish only.
- Indigenous Dominant – an individual fluent in an indigenous language of a particular region or environment only.

- Bilingual Spanish/English – an individual’s ability to speak two languages; English and Spanish.
- Bilingual Indigenous/Spanish – an individual’s ability to speak two languages, for example; an indigenous language and Spanish (Merriam-Webster, 1993).

Table 3

Demographics Of Participant

Participants' Names	Female	Male	Age	Foreign-Born Hispanic	Indigenous Dominant Language	Spanish Dominant Language	Bilingual Indigenous/Spanish	Bilingual Spanish/English
VICTOR		X	26	X		X		
FRANCO		X	29	X		X		
CAROLINA	X		30	X		X		
ANA	X		27	X		X		
JUAN		X	20	X		X		
VERA	X		20	X		X		X
ALICIA	X		28	X	X		X	
CARLOS		X	25	X		X		

Note: The symbol X indicates each participant’s gender and language(s) spoken in America.

Demographics And Language - A total of eight first generation foreign-born Hispanic immigrants were recruited from Washington State’s English as a Second Language programs. Each participant was born in the country of Mexico. Seven of the eight participants’ native language is Spanish. One of the seven Spanish dominant participants became bilingual with the English language in America. The eighth participant is bilingual and is indigenous to the country of Mexico, communicates in one of the

indigenous languages of Mexico, and had to learn the language of Spanish in the country of Mexico.

Age - The median age for all the participants was twenty-five years. The participants' ages ranged from twenty to thirty years. The youngest of the eight participants was twenty years of age, and the oldest was thirty years of age.

Gender – Of all the participants in the study, four are female and four are male. Out of the four females, two of the females have children and none of the women are married. None of the men have children, and only one of the men is married.

Race/Descent - Previous research indicates that Latino/a or Hispanic is the title used in the United States to identify the Spanish ethnicity for census purposes or accountability. Since the Latino/a or Hispanic ethnicity in the United States consists of various races/descents (e.g., Cuban, Mexican, Puerto Rican, Salvadoran, and Dominican). The eight foreign-born Hispanic participants in this study were all Mexicans.

Migrants - The participants were from rural areas in Washington State. Several of the participants were migrant workers; therefore, they may live, work, and/or go to school in Western Washington part of the time and part of the time in Eastern Washington. Bartlett and Vargas (1991) reports that migrant workers follow farm-work and/or seasonal work across cities, states and countries, only returning to home cities, states, and countries once work assignment is completed.

Employment - At the time of the interviews, seven out of the eight participants were employed, and one participant was not working because of a job related injury. All the participants came from the same low-income category. There were no significant differences among the participants with regard to income. The participants reported working full-time and part-time jobs for long hours at minimum wages. Many of the participants acquired seasonal jobs that require them to migrate around the state to maintain economic stability. The bilingual Spanish-dominant participant indicated that her job influenced and enhanced her English skills. The participant's job position, at the time of the interview, was an ESL teacher assistant.

Last Grade Attended - The median last grade attended by all participants in country of origin was the eleventh grade. Six out of the eight participants did not complete middle school or high school due to their families' low socioeconomic status in country of origin. Two out of the eight participants indicated that they completed high school and advanced to college level education in country of origin. One of the participants continued seeking education in America, and enrolled in a high school program and an ESL program soon after immigrating.

Previous Enrollment In An ESL Program – Each of the participants had previously enrolled at least once in a community college's Adult Basic Education English as a Second Language instructional program in Washington State.

Total Time Enrolled – The participants provided a reasonably accurate reflection of the length of time they were enrolled in their community colleges' ESL instructional programs. Each participant reported an approximate time frame. Collectively, the time

spent by the eight participants ranged from the first few days to the first few weeks at the beginning of the quarter enrolled. For example, if a quarter has twelve weeks, within the first three weeks of the quarter the participants had stopped attending classes.

Motivation To Complete Assignments And Programs - All eight participants reported that they had the zeal and self-motivation to do assignments and to complete an ESL level and/or program, but their needs for work and long hours of work created barriers to their educational success and/or goals.

Difficulty In Previous Educational Experiences – All eight participants indicated that they had trouble in at least one of their classes during previous educational experience in country of origin and/or in America. The participants were asked to identify what subject(s) presented difficulty in their previous educational experience.

In Country of origin, several of the participants described family hardships and struggles during their early childhood. Some of the participants indicated mathematics as the primary subject that presented difficulty. The indigenous participant indicated Spanish and mathematics as difficult subjects.

In America, English was identified as the most difficult subject to attain. All the participants identified reading, writing, speaking, listening, grammar, and vocabulary as being the elements of English that presented the most difficulty. The indigenous participant identified Spanish and mathematics, while three of the participants identified mathematics as the second most difficult subject. The four remaining participants did not have a second area of difficulty. None of the participants indicated previous discipline

problems during their enrollment. In fact, the participants indicated that they were all responsible students in school.

Participants In Need Of Student And Support Services – All of the participants indicated they had needs of some type. Student and support services relate to the participants' needs for information on healthcare and health care providers; access to childcare; access to public transportation; access to appropriate documents to interact with various social services; and access to meaningful instruction, bilingual tutors and instructors, cultural organizations, and bilingual outreach resources.

Participants' Individual Profiles

Victor

Victor is a 26 year-old foreign-born Hispanic male born in the country of Mexico and is single with no children. Victor emigrated from Mexico to the United States during the beginning of the 21st Century. In the United States, Victor identifies his race as Hispanic Mexican, and his native language as Spanish. Victor's initial education began in his country of origin. Victor's educational attainment level indicates that he completed K-12 literacy and 15 hours of higher education in his native language of Spanish. Victor emigrated to the United States to learn English as a Second Language to: (a) improve his socioeconomic status, (b) provide support for family in country of origin and in the United States, (c) comprehend the English language, (d) integrate into the American culture, and (e) gain employment where the English language is spoken and the wages are higher. Victor resides in Washington State's rural area of Mason County. Victor is

employed and works long hours as a full-time employee in Mason County. In Washington State, Victor is identified as a low-income wage earner (i.e., earning wages below the state's minimum wage) living below the Federal Poverty Level. Since Victor's place of employment does not provide health insurance, he is also identified in Washington State as the most in need of social and health services.

Franco

Franco is a 29 year-old foreign-born Hispanic male born in the country of Mexico and is married with no children. Franco emigrated from Mexico to the United States during the beginning of the 21st Century. In the United States, Franco identifies his race as Hispanic Mexican, and his native language as Spanish. Franco's initial education began in his country of origin. Franco completed K-8 literacy in his native language of Spanish. Franco emigrated to the United States to learn English as a Second Language to: (a) improve his socioeconomic status, (b) provide support for family in country of origin and in the United States, (c) comprehend the English language, (d) integrate into the American culture, and (e) gain employment where the English language is spoken and the wages are higher. Franco resides in Washington State's rural area of Grays Harbor County. Franco is employed and works long hours as a full-time employee in Grays Harbor County. In Washington State, Franco is identified as a low-income wage earner (i.e., earning wages below the state's minimum wage) living below the Federal Poverty Level. Franco's place of employment provides health insurance for his family to obtain healthcare.

Carolina

Carolina is a 30 year-old foreign-born Hispanic female born in the country of Mexico and is single with two children. Carolina emigrated from Mexico to the United States during the beginning of the 21st Century. In the United States, Carolina identifies her race as Hispanic Mexican, and her native language as Spanish. Carolina's initial education began in her country of origin. Carolina completed K-6 literacy in her native language of Spanish. Carolina emigrated to the United States to learn English as a Second Language to: (a) improve her socioeconomic status, (b) provide support for her two children, (c) support family in country of origin and in the United States, (d) comprehend the English language, (e) integrate into the American culture, and (f) gain employment where the English language is spoken and the wages are higher. Carolina resides in Washington State's rural area of Mason County with her two children. Carolina is employed and works long hours as a full-time employee in Mason County. In Washington State, Carolina is identified as a low-income wage earner (i.e., earning wages below the state's minimum wage) living below the Federal Poverty Level. Since Carolina's place of employment does not provide health insurance for her and the children, she is also identified in Washington State as the most in need of social and health services.

Ana

Ana is a 27 year-old foreign-born Hispanic female born in the country of Mexico and is single with one child. Ana emigrated from Mexico to the United States during the beginning of the 21st Century. In the United States, Ana identifies her race as Hispanic Mexican, and her native language as Spanish. Ana initial education began in her country

of origin. Ana completed K-11 literacy in her native language of Spanish. Ana emigrated to the United States to learn English as a Second Language to: (a) improve her socioeconomic status, (b) provide support for her child, (c) support family in country of origin and in the United States, (d) comprehend the English language, (e) integrate into the American culture, and (f) gain employment where the English language is spoken and the wages are higher. Ana resides in Washington State's rural area of Mason County with her daughter. Ana is employed and works long hours as a full-time employee in Mason County. In Washington State, Ana is identified as a low-income wage earner (i.e., earning wages below the state's minimum wage) living below the Federal Poverty Level. Since Ana's place of employment does not provide health insurance for her and the child, she is also identified in Washington State as the most in need of social and health services.

Juan

Juan is a 20 year-old foreign-born Hispanic male born in the country of Mexico and is single with no children. Juan emigrated from Mexico to the United States during the beginning of the 21st Century. In the United States, Juan identifies his race as Hispanic Mexican, and his native language as Spanish. Juan's initial education began in his country of origin. Juan completed K-12 literacy in his native language of Spanish. Juan emigrated to the United States to learn English as a Second Language to: (a) improve his socioeconomic status, (b) provide support for family in country of origin and in the United States, (c) comprehend the English language, (d) integrate into the American culture, and (e) gain employment where the English language is spoken and the wages

are higher. Juan resides in Washington State's rural area of Mason County. Juan is employed and works long hours as a full-time employee in Mason County. In Washington State, Juan is identified as a low-income wage earner (i.e., earning wages below the state's minimum wage) living below the Federal Poverty Level. Since Juan's place of employment does not provide health insurance, he is also identified in Washington State as the most in need of social and health services.

Vera

Vera is a 20 year-old foreign-born Hispanic female born in the country of Mexico and is single with no children. Vera emigrated from Mexico to the United States during the beginning of the 21st Century. In the United States, Vera identifies her race as Hispanic Mexican, and her native language as Spanish. Vera's initial education began in her country of origin. Vera completed K-12 literacy in her native language of Spanish. Vera emigrated to the United States to learn English as a Second Language to: (a) improve her socioeconomic status, (b) provide support for family in country of origin and in the United States, (c) comprehend the English language, (d) integrate into the American culture, and (e) gain employment where the English language is spoken and the wages are higher. Vera resides in Washington State's rural area of Skagit County. Vera is employed and works long hours as a full-time and part-time employee in Skagit County. In Washington State, Vera is identified as a low-income wage earner (i.e., earning wages below the state's minimum wage) living below the Federal Poverty Level. Vera's employers provide her with health insurance to obtain health care.

Alicia

Alicia is a 28 year-old indigenous foreign-born Hispanic female born in the country of Mexico and is single with no children. Alicia emigrated from Mexico to the United States during the beginning of the 21st Century. In the United States, Alicia identifies her race as indigenous Hispanic Mexican, and her native language is an indigenous language of a particular region or environment in country of origin. Alicia's initial education began in her country of origin. Alicia completed K-7 literacy in the native language of Spanish. Alicia emigrated to the United States to learn English as a Second Language to: (a) improve her socioeconomic status, (b) provide support for family in country of origin and in the United States, (c) comprehend the English language, (d) integrate into the American culture, and (e) gain employment where the English language is spoken and the wages are higher. Alicia resides in Washington State's rural area of Grays Harbor County. Alicia is employed and works long hours as a full-time employee in Grays Harbor County. In Washington State, Alicia is identified as a low-income wage earner (i.e., earning wages below the state's minimum wage) living below the Federal Poverty Level. Since Alicia's place of employment does not provide health insurance, she is also identified in Washington State as the most in need of social and health services.

Carlos

Carlos is a 25 year-old foreign-born Hispanic male born in the country of Mexico and is single with no children. Carlos emigrated from Mexico to the United States during the beginning of the 21st Century. In the United States, Carlos identifies his race as Hispanic Mexican, and his native language as Spanish. Carlos' initial education began in his

country of origin. Carlos completed K-8 literacy in his native language of Spanish.

Carlos emigrated to the United States to learn English as a Second Language to: (a) improve his socioeconomic status, (b) provide support for family in country of origin and in the United States, (c) comprehend the English language, (d) integrate into the American culture, and (e) gain employment where the English language is spoken and the wages are higher. Carlos resides in Washington State's rural area of Mason County.

Carlos is employed and works long hours as a full-time employee in Mason County. In Washington State, Carlos is identified as a low-income wage earner (i.e., earning wages below the state's minimum wage) living below the Federal Poverty Level. Since Carlos' place of employment does not provide health insurance, he is also identified in Washington State as the most in need of social and health services.

Institutional Background Factors: The Educational Experience

Influences on choice to attend an English as a Second Language program at a community college include a host of institutional categories such as academic background, campus services and organizations, and learning modalities. This section's categories include comments from: (1) participants' academic experiences, (2) participants' experiences with campus services and organizations, and (3) participants' learning modality experiences. Institutional factors were instrumental in capturing a participant's educational experience.

Academic Background

This study examined each participant's educational background from the last grade completed in school up to each participant's purpose for attending a community college's ESL program in Washington State. The eight participants' literacy levels and skills in their native language prior to emigrating from Mexico to America reflected in the participants' responses to express their experiences and causes for non-continuation in the language of Spanish. Academic background factors include educational attainment, and reasons for choice of a community college adult basic education ESL program. The eight participants did not provide long explanations about their non-continuation experiences; instead, they provided clear explanations to the open-ended questions in the language of Spanish. The interpreters and I needed to translate each participant's comments, and then we chose a short quote and summarized the response to

each question. In cases where the participant's response is grammatically incorrect after being translated into English, it means that participant's response in Spanish was grammatically incorrect.

Educational Attainment

The results of this study provided insight into the different educational attainment level of each participant. In an effort to capture participants' educational experience, this study employed a question (i.e., what was the last grade you completed? And why?) to examine the last grade each participant attended in order to develop an understanding of the factors that could cause non-continuation. Their responses were:

I completed 15 hours of college and 12 years of K-12 education in Mexico. [Victor]

Victor's comment informed that he had an opportunity to: (a) complete 12 years of primary and secondary education, and (b) experience 15 months of college education in country of origin. Victor's response suggests that a support system was in place to assist him in achieving his level of education in the native language of Spanish prior to emigrating from Mexico to America.

I finished the eighth grade because I had to stop and help family. [Franco]

Franco's comment informed that he had an opportunity to complete junior high school but was unable to complete high school due to his family's socioeconomic status in country of origin. Franco explained that he completed the eighth grade but had to stop to work and support his family. Franco's response indicates that family hardships in Mexico created a barrier to completing his education.

I finished the sixth grade because I had to work. My father left my family, mom had eight kids to take care of, and I had to quit school to help my mother. [Carolina]

Carolina's comment informed that the opportunity to complete her education was interrupted by family domestic issues that interfered with her completing grades 7-12 in country of origin. Carolina explained that she completed up to the sixth grade in her native language of Spanish. Carolina's response indicates that family hardships dictated her educational attainment level prior to emigrating from Mexico to America.

My last grade that I completed was the ("primera de secundaria") eleventh grade. I didn't finish because my parents did not have the money so I can finish my studies. [Ana]

Ana's comment informed that the opportunity to complete her education in country of origin was interrupted in the eleventh grade. Ana explained that family hardships from low income created her barrier to completing high school in her native language of Spanish. Ana's response indicates that family hardships created her educational attainment level prior to emigrating from Mexico to America.

I finished grade twelve in Mexico. [Juan]

Juan's comment informed that he had the opportunity to complete high school in country of origin. Juan's response suggests that a support system was in place to assist him in achieving his level of education in the native language of Spanish prior to emigrating from Mexico to America.

In Mexico, I completed high school and one year of college, with transcripts went to eleventh grade in United States. [Vera]

Vera's comment informed that she had the opportunity to complete high school and one year of college in country of origin. Vera's response suggests that she had a support system in place to allow her to achieve her educational attainment level prior to emigrating from Mexico to America with transcript in hand.

I completed six years of school because I had to stop to help take care of family. [Alicia]

Alicia's comment informed that the opportunity to complete her education was interrupted due to family hardship in country of origin. Alicia explained that in the native language of Spanish she completed the sixth grade and had to stop to help take care of family members. Alicia's response indicates that family hardships created her educational attainment level prior to emigrating from Mexico to America.

I completed middle school in Mexico and economic situation is why I didn't complete. [Carlos]

Carlos' comment informed that the opportunity to complete his education was interrupted due to family socioeconomic status in country of origin. Carlos explained that he completed middle school in his native language of Spanish but had to stop attending school to work to assist family's economic situation. Carlos' response indicates that family hardships created his educational attainment level prior to emigrating from Mexico to America.

Results from comments made by participants indicate that their initial educational experiences were from primary, secondary, and post secondary schools outside of the United States. In other words, initial formal learning began in their country of origin. In

one case, participant's [Vera] attainment of secondary education in English began when the participant came to the United States. The participant [Vera], at the age of 16 enrolled in a high school completion program and in an ESL instructional program to accelerate learning and acquire a General Educational Development (GED) Diploma. The participant [Vera] indicated that due to family hardship, she had to drop out of the high school completion program and the ESL program to find a full-time job.

Some participants [Carolina, Ana, & Carlos] explained family hardships and the impact of those hardships on their ability to successfully complete primary and secondary schools.

This study's results indicated that when participants' families sustained an unstable socioeconomic status during several of the participants' primary and secondary educational experiences, this could have led to their non-continuation experiences in the community college.

In other words, participants' reasons stated for level of educational attainment in youth could be the same reasons for their non-continuation experiences in adulthood (i.e., family hardship). Refer to *Table 4* to see the participants' educational attainment profile.

Table 4 illustrates the foreign-born Hispanic non-continuers' educational attainment and provides an example of the literacy levels in the Spanish language prior to emigrating from Mexico to the United States.

Table 4

Participants' Educational Attainment Profile In Country Of Origin

NAMES	Elementary School Grade Levels					Middle/Junior High Grade Levels			High School Grade Levels				Higher Education
	1	2	3	4	5	6	7	8	9	10	11	12	
VICTOR												X	X
FRANCO								X					
CAROLINA						X							
ANA											X		
JUAN												X	
VERA												X	X
ALICIA							X						
CARLOS								X					

Note: The symbol X indicates each participant's educational attainment profile as a youth in country of origin.

Reasons For Choice Of A Community College ESL Program

Participants were asked (i.e., why did you attend an ESL program?) to discuss their own personal reasons for choosing an English as a Second Language (ESL) program of instruction. The reasons stated by participants for enrolling in an ESL program of instruction were very similar. Participants found it to be essential to learn English in the United States due to their concerns for socioeconomic advancement, environmental adaptation, and making a contribution to society. Their reasons for attending ESL programs for instruction were:

I attended an ESL program to be able to learn the English language because it is necessary to be successful in America. [Victor]

Victor's comment indicated that he attended an ESL program to learn the language of English because he believes that English skills are essential in order to live in America and be successful.

I attended an ESL program to learn English as a second language to provide better for my wife and family. [Franco]

Franco's comment indicated that he attended an ESL program to learn the language of English to provide more resources for his wife and family members in America and in country of origin.

I took the class because I needed to learn English for work, to communicate at hospitals and stores. [Carolina]

Carolina's comment indicated that she attended an ESL program to learn the language of English to: (a) seek employment, (b) communicate at place of employment, (c) communicate with community agencies (e.g., hospitals), and (d) comprehend daily events and information.

I attended an ESL program because in this country, I need to speak English and because I want to continue with my education. [Ana]

Ana's comment indicated that her decision to attend an ESL program was to learn the language of English. Ana expressed that in order for her to improve her socioeconomic situation in America, she needs to learn English skills, obtain a GED, and perhaps college.

I attended an ESL program to learn more and help myself to be somebody. [Juan]

Juan's comment indicated that he attended an ESL program to learn the language of English and further his education. Juan expressed that English skills can help him achieve his educational goals to prepare for a professional career.

I attended an ESL program to learn English because my life would be easier. I could get a better job, gain a career, and engage in diverse ethnic populations. I also wanted to learn the English language because I was innocent to the ways of America. [Vera]

Vera's comment indicated that she attended an ESL program to learn the language of English to ultimately acquire a professional career in America. Vera expressed that English skills can: (a) increase her engagement in community activities with other speakers of English from diverse ethnicities, and (b) improve her comprehension of America's culture.

I attended an ESL program because I had to learn English as a third language to get my job. [Alicia]

Alicia's comment indicated that she attended an ESL program to learn the language of English as a third language. Alicia's response suggested that she was bilingual prior to emigrating from Mexico to America.

I attended an ESL program because I could learn English and be more social in this country. [Carlos]

Carlos' comment indicated that his purpose for attending an ESL program was to: (a) learn the language of English, (b) network for employment and educational opportunities, and (c) interact in different environments.

The results from participants' comments indicate that foreign-born Hispanic adults and youth are in need of education and access to ESL programs to: (a) learn the

American culture, (b) gain employment, and (c) communicate reasonably in the community to social and health services, law enforcement agencies, and fire departments.

From the discussions, it is evident from participants' responses that their choices to attend an English as a Second Language program were to improve communication skills in English, increase employment options, and adapt to environmental situations. Participants' decisions to attend an ESL instruction program demonstrate their desire to improve their socioeconomic status and educational development.

In addition to participants' choices for attending an ESL program of instruction, another important question (i.e., why did you attend a community college?) was asked to unveil the reasons for selecting a community college ESL instructional program. Comments made by some participants indicated that economics was the cause for selecting a community college's ESL program of instruction. Their responses to the question were:

I attended a Washington State community college ESL program because I didn't have money to pay and they were free. [Carolina]

Carolina's comment informed that her socioeconomic status in America did not allow for her to pay for education. Carolina reported that she was able to attend a Washington State community college ESL program to learn English as a Second Language because there was no fee attached.

I attended a Washington State community college ESL program because their programs were offered for free to Hispanics and gave me the opportunity to spend less and save more. [Vera]

Vera's comment informed that economics was a major factor in her decision to attend a Washington State community college ESL program. Vera reported that the Washington

State community college she attended offered ESL instruction with no fee, and provided her with the opportunity to improve her English skills and socioeconomic status in America.

Other comments reflected participants' desire to enroll at a community college to learn English to: (a) gain employment, (b) advance in the workforce and (c) to increase their socioeconomic status. Their feedback to the question were:

I attended a Washington State community college ESL program because I could get my job to help family. [Alicia]

Alicia's comment informed that she attended a Washington State community college ESL program to gain access to employment opportunities in America. Alicia reported that she could obtain employment, where the English language is spoken, from attending a community college ESL program to learn the English skills. Alicia's comment suggested that community colleges in Washington State are institutions for foreign-born adults to learn the English language to: (a) gain the skills needed for employment, and (b) to learn the English language for integrating into the American culture

I attended a Washington State community college ESL program because I have an opportunity to succeed and to work for better money. [Carlos]

Carlos' comment informed that he attended a Washington State community college ESL program to increase opportunities to succeed in America. Carlos reported that he could increase employment opportunities and advancements, where the English language is dominantly spoken, by learning English skills at a community college. Carlos' comment suggested that learning English skills increases: (a) employment opportunities, (b) income wages, and (c) personal and family stability in America.

Several participants stressed their necessity for the English language to learn the American culture. Their comments were:

I attended a Washington State community college ESL program because I could learn English [Victor]

Victor's comment informed that he attended a Washington State community college to learn the English language. Victor's comment suggested that community colleges in Washington State are one type of many institutions for foreign-born adults to learn the English language.

I attended a Washington State community college ESL program to learn a second language, English. [Franco]

Franco's comment informed that he attended a Washington State community college to learn English as a second language. Franco's comment suggested that foreign-born adults from different countries of origin could acquire the English language at community colleges in Washington State.

I attended a Washington State community college ESL program to learn English because it is important for me to speak English. [Ana]

Ana's comment informed that she attended a Washington State community college to learn English. Ana comment suggested that English is important for foreign-born adults ability to comprehend and communicate in American society.

I attended a Washington State community college ESL program to learn more and correct what I did not learn before. [Juan]

Juan's comment informed that he attended a Washington State community college to learn English and other skills. Juan's comment suggested that foreign-born adults have

an opportunity to expand their learning and comprehend in the English language what was learned prior to emigrating from countries of origin to America.

I attended a Washington State community college ESL program because I wanted to learn English, and I was innocent to the ways of America vs. Mexico. [Vera]

Vera's comment informed that she attended a Washington State community college to learn English for integrating into America's society. Vera's comment suggested that foreign-born adults from Mexico could: (a) attend a community, (b) learn the English language and other subjects, (c) gain a career, and (d) interact with America's culture.

I attended a Washington State community college ESL program because I have to learn English as a Third Language.... [Alicia]

Alicia's comment informed that she attended a Washington State community college to learn a third language, English. Alicia's comment suggested that foreign-born adults from various countries of origin could: (a) speak a native dialect or dialects, (b) speak the dominant language of their countries of origin; and (c) learn English as a third language.

Results from this factor provided data for the reasons why foreign-born Hispanics attend community colleges' ESL programs. From participants' comments emerged a belief that the services provided by community colleges can make a difference (i.e., socioeconomic advancement in the home, workplace, and community) in participants' acquisition of the English language and adaptation of the American culture. Another important factor that emerged from a few of the participants was community colleges in Washington State required no fee for enrollment for ABE programs. Refer to *Table 5* to see the eight foreign-born Hispanic non-continuator's reasons for attending English as a Second Language's instructional programs. *Table 5* illustrates this study's culminating

analysis of the eight foreign-born Hispanic non-continuers' reasons for enrolling into Washington State's community colleges' English as a Second Language instructional programs.

Table 5

Participants' Reasons For Study Of English As A Second Language Instruction In Washington State Community Colleges

Reasons For Participation	VICTOR	FRANCO	CAROLINA	ANA	JUAN	VERA	ALICIA	CARLOS
No Cost			X			X		
To Learn English as a Second Language	X	X	X	X	X	X	X	X
To Learn English as a Third Language							X	
To Get a Job						X	X	X
For Job Advancement	X			X	X	X		
For Family Support and Stability		X						X
To Accomplish Short and Long Term Goals					X			
For Integrating in the American Culture						X		X
To Socialize with Diverse Ethnic Populations						X		
To Communicate Socially and in Emergencies			X					

Note: The symbol X indicates each participant's reasons for attending an ESL program in Washington State Community Colleges. Table 5 illustrates the major reasons why the eight foreign-born Hispanic participants attended Washington State Community College English as a Second Language program. The three major culminating factors were: (a) to learn the English language, (b) to improve socioeconomic status for family support, and (c) to get a job (i.e., to gain employment where the English language is spoken for higher wages).

Campus Services And Organizations

Campus services and organizations' categories were developed to investigate each participant's experience on campus to gain an in-depth understanding of what types of services were provided, what services made a difference in their programming, and participants' perspectives of needed services. The categories include campus services, campus services impact on learner, and perspectives for change.

Campus Services

To examine campus services and organizations, this study focused on the services participants encountered in their effort to maintain continuation status in a Washington State community college's ESL instructional program. Participants were asked a question (i.e., what support services were provided by the community college you attended?) to share their experiences with community college support services to gain an in-depth understanding of what services were provided to maintain retention of participants. This category of factors includes services provided, cultural services, and instructional services.

Services Provided

This factor examines participants' experiences on the community college's main campus or off campus site. Three participants [Victor, Vera, and Carlos] said no services were provided for them at their institutions. Perhaps the participants' hours of attendance prevented their access to support services. From my experience with conducting the survey to recruit potential participants, I discovered that the best time to gain access to a

large attendance of Hispanic ESL students at the community college sites was during the evenings (i.e., after 6 pm), after students completed work. From my observation of the services available, I became aware that a majority of the services were closed for the day. From participants' comments, perhaps community colleges could extend their support services hours to coincide with students' schedules. Three participants [Ana, Juan, and Carolina] indicated that they were not informed of services or offered services at their institutions.

Their comments were:

No, no services were offered to me at the community college I attended. [Ana]

I was not offered any services at the community college I attended. [Juan]

No support services were offered except classes at the community college I attended. [Carolina]

A fourth participant's comment was more specific. Participant's comment was:

At the community college I attended, no childcare and no transportation services were provided. [Vera]

The results indicate that support services at several of the participants' institutions: (a) did not inform or provide access to services, or (b) did not exist. From my experiences with the schedule of some of the community college campuses I visited, I am now aware that the evening schedule (i.e., after 6 pm) for ESL programs lowers adult students' access for support services because they are usually closed for the day, or the off-campus site does not provide facilitation.

Cultural Services

Two participants [Vera, Alicia] indicated that their institutions provided organizational services to increase cultural awareness and diversity. These services also provided information in the native language of Spanish for participants' personal activities. Their comments were:

Yes, at the community college I attended, [Campus Organization] cultural services provided campus and community activities for Hispanics. The cultural services provided no discrimination between ethnic cultures and subcultures and provided an open door attitude towards all students. [Vera]

Vera's comment informed that campus organizations provide an extension for Hispanic students to integrate on campus with other foreign-born and native-born Hispanic students seeking to accomplish their goals. Vera's response suggests that campus and organizational services at community colleges can provide a conducive environment for: (a) students' interaction with diversity, and (b) instructional support to maintain student retention.

Yes, at the community college I attended, counseling services and legal services in Spanish were available. [Alicia]

Alicia's comment informed that the Washington State community college she attended provided counseling services and legal services in the language of Spanish. Alicia's response provided insight into the importance of campus services that distribute information in native languages to assist foreign-born students with learning while meeting life's demands.

The results from the participants' responses indicate that community colleges' cultural services are very important for the survival of the foreign-born ESL learners.

Community colleges': (a) level of cultural competence, (b) openness to celebrating cultural diversity and organizations, and (c) bilingual/linguistic faculty can provide pertinent information and resources for students' retention. Cultural information and resources can assist in the ESL learners': (a) integration into the institution and the American culture, and (b) access to services in the native language to increase retention and maintain stability.

Instructional Services

Another participant commented on services that supported instruction. The participant informed the interpreter and me that his community college ESL program integrated computer and tutorial skills in the ESL classroom. The participant comment indicated that his opportunity to learn English and use a computer increased his desire to learn the language of English. Participant's comment was:

At the community college I attended, there were student services such as computer services and tutorial services. [Franco]

Franco's comment informed that the Washington State community college he attended integrated technology in instruction and provided tutorial services. Franco's comment suggests that computer software and hardware was integrated into instruction to: (a) initiate computer skills and familiarity, (b) provide audio/visual instruction, (c) create independence and ownership of their learning, and (d) assist instructors improve students' English skills. Franco expressed that tutorial services were available during his attendance to assist with students' comprehension of the English language and other subjects.

Participants' analysis of their community colleges' campus environments indicates that organizational services and student services were essential for foreign-born Hispanic ESL learners' adaptation in a new environment, especially in an environment for learning where the language presents barriers to students' success. Results indicate that three out of the eight participants had experiences that were motivating and reinforcing (i.e., access to computer, counseling, legal, and cultural services). Unfortunately, five out of the eight participants had no experiences to voice about campus and organizational services.

Previous research indicates that the differences could be attributed to the culture and climate of the community college's ESL instructional programs. Instructional programs schedules sometimes create barriers to participant's pursuits to make use of student services such as tutoring and advising.

Campus Services Impact On Learner

As previously mentioned, a qualitative method provides opportunities to be flexible and spontaneous with the interview question guide. Participants were asked (i.e., what services made a difference in your programming and what were they?) to report their experiences of the services that impacted their retention. Participants [Victor, Franco, Carolina, Ana, and Juan] said none or no services made an impact on their learning experience. One participant's answer indicated that language barriers influenced his behavior to not interact with an instructor or advisor, and caused problems for comprehending instruction. The participant's comment was:

At the community college I attended, the teacher spoke English, and I speak Spanish and that cause problems for me understanding the English language. [Carlos]

Carlos' comment informed that the Washington State community college he attended, the instructors were not bilingual or linguistic. Carlos' comment suggests that the lack of his ability to interact with bilingual instructors created problems for comprehending and completing assignments in English.

Participant's [Carlos'] experience and observation were noteworthy for understanding factors that cause non-continuation patterns in community colleges as we continue to explore the phenomenon of retention. The survey question did receive some positive responses from two of the participants who had the opportunity to engage in extra-curricular activities offered. Their responses were:

The community college I attended provided community outreach services, but I get no help with bills. [Alicia]

Alicia's comment suggested that although she accessed her community college's outreach services and received pertinent information in the native language of Spanish; other external factors created barriers to her success in receiving assistance.

At the community college I attended, [Campus international organization] provided an international membership of multicultural diversity. The organization purpose is to encourage, motivate, and help stimulate learning. The organization created extra-curricular activities for basic skills and life skills to help in assisting members with social and economic guidance. [Vera]

Vera's comments continued to advocate that her access to campus and organizational services was positive and provided resources for learning and integrating into the community college's community.

Previous research indicates that negative forces influence and create retention barriers for adult learners, such as the lack of learners' ability to access campus services to enhance and stimulate their learning. The results from participants' comments indicate that campus and organizational services can assist in learners' adaptation to unfamiliar environments and could provide stimulating and rewarding information, activities, or resources to empower personal development for life long learning.

Perspectives For Change

When the impact of campus services on learners was discovered, the results created my zeal to know participants' acquired beliefs about what services they need to increase retention in an ESL program of instruction. This section of findings examines participants' perspective of services needed from their experiences.

To unveil the services needed, participants' discussion of services needed for personal and professional development for future success was categorized into two factors: (1) faculty and classroom climate, and (2) preparatory and social resources for success. These two factors were developed to discover: (a) participants' perspectives of their preferred instructional activities that provide meaningful instruction for immediate application in the home, workplace, and community, and (b) their experiences with obtaining access to resources and information prior to enrollment and programming.

Faculty And Classroom Climate

When students begin their ESL learning experience with supportive faculty, staff, and advisors in a positive climate, this could provide reinforcement in terms of students'

academic performance and retention patterns (Purcell-Gates, Degener, & Jacobson, 1998). Participants were asked a question (i.e., what services do you think are needed?) to get their perspectives of what services were needed. Their comments were:

There is a need for instructional services to provide Spanish teachers, tutors, or advanced students that speak English to allow students to know what is going on.
[Franco]

Franco's perspective of what services are needed informed that ESL instructional services at his community college were needed to increase linguistic instructors. Franco's comment suggested that ESL programs should provide linguistic instructors and tutors who can explain in the native language of Spanish lessons learned in the language of English.

At the community college I attended, we needed interpreters, and teachers that can speak English and Spanish and can understand computers. [Ana]

Ana's perspective of what services are needed informed that ESL instructional services at her community college were needed to increase bilingual instructors and technology.

Ana's comment suggested that bilingual instructors could explain the lesson being learned in the native language of Spanish, and integrate computer technology to practice English study skills.

At the community college I attended, we needed instructional services to provide instructional videos, computers, and dictionaries to assist in learning and understanding of the English language. [Juan]

Juan's perspective of what services are needed informed that ESL instructional services at his community college were needed to integrate relevant materials and resources to improve ESL students' comprehension of the English language. Juan explained that

videos, computers, and dictionaries are relevant materials and resources for students to: (a) observe videos to learn non-verbal gestures to pronounce English words, (b) interact with English exercises via computer, and (c) increase English vocabulary from dictionaries that translate Spanish to English.

Teachers need to provide meaningful instruction providing career direction, real life activities with demonstration, and explain process in step-by-step way while explaining in both English and Spanish. Need teachers to help in ways of helping to remember English for what we just done. My teacher was cool and everything. I think would be better, more fun, you know like, keeping us doing on going activities. Then we could say: (a) this is fun we learning, (b) I know what I am doing, (c) this is working, and (d) I know how to say what I am doing. We need activities to make us remember how English works, how to say English words, and what the words mean. [Vera]

Vera's perspective of what services are needed informed that ESL instructional strategies at her community college were needed to improve learning in the classroom. Vera's comment indicated that ESL instructional programs should implement strategies that provide: (a) meaningful instruction, (b) career direction, (c) life content activities with demonstration (e.g., consumer shopping exercise in English integrating mathematics and technology), (d) support resources to maintain retention, and (e) an increase in linguistic instructors to explain in the native language(s) lessons in a step by step process, and provide strategies to maintain student retention.

I want a linguist or teacher that speaks Spanish to understand what's going on in English. I would like to get a GED with a Spanish speaking teacher. [Carlos]

Carlos' perspective of what services are needed informed that linguistic instructors at his community college were needed to implement instruction. Carlos' comment suggested

that linguistic instructors could provide and improve understanding in students' native languages to make the lessons to be learned in the English language meaningful.

The results from the participants' responses suggest the need for bilingual/linguistic or Spanish instructors who understand Hispanic students' needs and provide meaningful instruction that leads to career development and socioeconomic advancement. The responses also suggest the need for instructors who can develop strategies for helping Hispanic adult learners who may not have difficulty learning English skills, but find it difficult to remember words in English. The results indicate that the lack of bilingual instructors and the lack of strategies that lead to career improvement are factors that may cause non-continuation.

Purcell-Gates, Degener, and Jacobson (1998) indicate that the lack of contextual content in instruction for students who desire to improve their family, work, and community creates barriers to retention. In addition, the lack of effective program materials relevant to students' career development creates barriers to students' success and socioeconomic development.

From participants' perspectives of what services are needed to increase retention, the topic of native language literacy emerged from the discussion. Three participants expressed their passion for the topic of native language literacy skills and the need for native language literacy instruction in Spanish. Participants provided the realization that there are Hispanic ESL students who speak an indigenous language of their country of origin as their native language and no or very little Spanish. Their comments were:

There are so many native language Mexicans that come over to America that do not speak Spanish; they only speak their indigenous languages. Their indigenous languages are from different regions in Mexico. The people need to

know how to speak Spanish. People learn the basic Spanish so that they could go on. Services need to teach Spanish grammar because some people may have gone no further than 2nd grade all over the state. Some people need to learn English and Spanish grammar. Like verbs, tenses, and structure sentences. Frustration is caused in the home because mom can't speak English and the children can't speak Spanish. [Vera]

Vera's comment informed that many people speak various indigenous languages and/or the language of Spanish in different regions in her country of origin. Vera explained that in Mexico, the indigenous and dominant Spanish speaking population must learn literacy skills in Spanish prior to immigrating to America. Vera expressed that a large proportion of foreign-born Hispanics come to America with only a second grade educational attainment level in their native languages from their country of origin. Vera unveiled that in the United States foreign-born Hispanics need to increase literacy skills in both languages (i.e., English and Spanish). She suggested that a native language literacy program would provide the necessary skills for foreign-born Hispanics to increase literacy skills in the language of Spanish. Vera indicated that native language literacy would help Hispanic students: (a) increase Spanish literacy skills for communicating with others native speakers in the classroom setting for comprehension, and (b) assist in comprehending English skills. Vera's comment also provided insight into barriers that exist in the homes of foreign-born Hispanic families. She informed that one Hispanic family could speak various languages and dialects in the same home in America. Vera indicated that parents may speak an indigenous language, children speak Spanish, and no one speaks English; this can cause frustration and domestic issues in the home. Vera believes that a native language literacy program would allow the family to learn the Spanish language prior to learning a new language, English. Vera's comment provides an

understanding of how a native literacy program could provide a formal literacy foundation for foreign-born to acquire the English language.

My indigenous language is my native language, I had to learn Spanish as my second language. I have to learn English as my third language to get my job. Problem with people like me here, they do not speak Spanish, instead an indigenous language as their native language. I have difficulty understanding American culture because I think in my language and culture. [Alicia]

Alicia's comment informed that she is indigenous to the country of Mexico and speaks a native dialect. Alicia explained that she had to learn the language of Spanish as her second language in country of origin, and has to learn English as a third language in the United States. Alicia indicated that some individuals that speak an indigenous language do not speak the language of Spanish in Mexico. Alicia expressed that problems occur for speakers of an indigenous language when entering regions where Spanish is the dominant language. In America, Alicia indicated that she has problems communicating and comprehending both languages (i.e., English and Spanish). Alicia's response provided insight that there are indigenous foreign-born Hispanic ESL learners in Washington State community colleges ESL programs. Alicia's response suggested that indigenous language speakers are confronted with language barriers when enrolled in an ESL program and experience frustration in trying to comprehend the English language. Alicia's experience with ESL instruction in the United States advocates the need for a native language literacy program to increase the Spanish literacy skills to provide a foundation for comprehending the skills to be learned in the language of English. Then, the indigenous student could transfer into an ESL instructional program.

A lot of Mexican people do not finish grammar school in the native language of Spanish; therefore, their reading and writing skills are poor in the language of Spanish. [Carlos]

Carlos' comment informed that a native language program is needed because a lot of foreign-born Hispanic ESL students in America have not completed grammar school in the native language of Spanish in their countries of origin. Carlos explained that due to their low literacy skills (i.e., poor reading and writing skills) and education attainment levels (i.e., less than grade 12) in the language of Spanish in countries of origin created their problems for learning the language of English. Carlos believes that a native language literacy class would increase literacy skills in the native language of Spanish to assist in their comprehension of the English Language.

The results increased my awareness of the indigenous Hispanic's experiences in an ESL program and in U.S. society. The comments provided insight into the diverse population of Mexico. One participant [Alicia] explained how difficult it was to comprehend English with limited Spanish speaking skills in the classroom. The participant's limited English and Spanish speaking skills, as well as the lack of someone to speak with in her indigenous language, influenced her non-continuation.

Preparatory And Social Resources For Success

This factor culminates several participants' perspectives for obtaining access to resources and information on pre-programming for students' integration into the community college community, for career development, and for related services such as social and outreach services. Participants voiced their emotions and concerns for the lack

of academic preparedness and the lack of access to social and employment services in the native language of Spanish. Their comments were:

From my experience, new arrivals need more frequent advertisements of ESL programs, and prep programs that interact more with students, speak their languages, and understand their cultures. [Vera]

Vera's comment informed that her community college needed to increase advertisements of its ESL programs. Vera indicated that more and frequent advertisements of ESL programs (i.e., via television, newspaper, poster, or community news letter in the native the language of Spanish) for new arrivals could increase awareness of ESL programs, access for learning the English language, and a means for integrating into the American culture. From Vera's experience as a new arrival, she explained that ESL programs that advertise and recruit Hispanics for their programs could: (a) interact more with the students, (b) provide services and faculty that are linguistic, (c) gain an understanding of the Hispanic culture(s), and (d) engage in celebration of the Hispanic culture.

From my experience, new arrivals need a preparatory course prior to the ESL instruction for students to assist in understanding literacy skills in the language of Spanish. [Victor]

Victor's comment informed that his community college's new foreign-born arrivals need pre-ESL courses to assist in learning the English language. Victor indicated that pre-ESL courses (i.e., prior to enrollment into level one of ESL formal instruction) could be implemented in ABE programs to assist its learners to review native language literacy skills in Spanish.

From my experience, new arrivals need more services to help get a job because when looking for work people no understand. [Carolina]

Carolina's comment informed that her community college needed more services for new arrivals of foreign-born Hispanics in ESL programs to seek assistance in acquiring the English language and employment. Carolina indicated that community college services could provide information in the native language for employment and other services for new arrivals seeking employment to improve socioeconomic status in America.

From my experience as a new arrival, I needed work, but to get work I needed social security card. I could only work where they don't need English. I needed help to get social security card and help to get legal papers to be eligible for some services. [Alicia]

Alicia's comment informed that her community college's new foreign-born arrivals (i.e., Mexicans emigrating from Mexico to America) need a preparatory course to assist with obtaining employment and essential documentation. From Alicia's experience as a new arrival, she indicated that new arrivals need a preparatory course to assist in comprehending the employment process (e.g., filling out a job application) to gain financial stability. Alicia indicated that appropriate documentation (i.e., social security card) is required for new arrivals to gain access to support and social services. Alicia's comment suggested that without appropriate identification the majority of foreign-born Hispanic new arrivals will receive jobs below minimum wage and where English is not the dominant language.

Tracy-Mumford (1994) indicates that adults' lack of access to information and resources creates barriers to success in the home, work, community, and in adults' need for lifelong learning. The results from participants' comments indicate that institutions

with ESL programs could provide their ESL student population with pre-ESL instruction to increase native language literacy skills. In summary, institutions could provide ESL students access to information on community and outreach services such as: (a) to acquire employment, (b) to adapt into the American culture, (c) to improve socioeconomic status in the home and community, and (d) to assist in maintaining retention.

Learning Modalities

The process of learning and the transfer of learning are critical to understanding how people of all ethnicities learn to acquire knowledge. It is very important to understand the kinds of learning experiences that lead to the transfer of acquired knowledge in one context to another context or to a more refined context (Bransford, Brown, & Cocking, 2001).

Learning modalities factors explored participants' experiences and problems with the following: (a) learning the English language, (b) learning other subjects (e.g., mathematics), (c) problems in previously enrolled schools, (d) focusing on what they wanted to learn, and most salient, (e) participants' reasons for dropping out of an ESL program. Learning modalities category of factors includes: (1) learning and transfer of knowledge, (2) cognitive awareness for self-change, (3) troubleshooting educational experience, (4) strategies for success, and (5) the causes for ESL non-continuation.

Learning And Transfer Of Knowledge

Knowledge is formed in response to the socialization process in which participants have matured, to include the literacy cultures of participants' primary and secondary instructional years. Bransford, Brown, and Cocking (2000) indicates that communication of knowledge gained in the literacy of one culture can create barriers to knowledge to be gained in another culture. The transfer of knowledge is clearly related to adults' success in learning to read and write in their native language or dialect (Bransford, Brown, & Cocking, 2000).

The learning and transfer of knowledge factor probes participants' tribulations in transferring knowledge from their native language or dialect into English vocabulary in a new environment. Participants were asked if they had any problems learning English.

Their comments were:

At the community college I attended, I had a little bit of difficulty because anything is hard at the beginning when you do not know what to expect. [Juan]

Juan's comment indicated that the English language presented some difficulty in the beginning because of his unfamiliarity with the: (a) English language, (b) American culture, and (c) his new institutional environment. Juan's comment suggested that ESL programs could implement curriculum and instruction in the beginning that integrate lessons in English about the students': (a) community, (b) workplace, (c) the institution they are attending, and (d) about America.

Yes, I have a problem learning English because I cannot remember the words. [Victor]

Victor's comment indicated that his problem learning the English language is that he could not remember the English words learned in the daily lessons. Victor's comment suggested that instructional strategies for students' practice and attainment of the English language should be investigated for improvement in students' learning.

Yes, I have trouble learning English grammar like verbs because I get me mixed up with past tense, present tense, and future tense. [Franco]

Franco's comment indicated that: (a) learning English grammar (e.g., the eight parts of speech), (b) comprehending verb tense agreement (i.e., past, present, and future) and (c) sentence structuring verbally and nonverbally caused problems in learning English. Franco's comment suggested that relevant materials and resources that focus on the mechanics of English should be available for practice.

Yes, in the classroom I sometimes have trouble learning English because I get nervous to make an error. [Carolina]

Carolina's comment indicated that the English language triggers a nervous state of being. Carolina indicated no cause except for the fact that she is learning English. Carolina's response suggested that her limited English skills could cause her embarrassment when: (a) her meaning is not clear and (b) she interacts in a new environment. Therefore, every time she has to communicate with her limited English skills, she gets nervous.

Yes, I did have problems learning English because of grammar. ESL classes have reading and writing, I need more grammar practice because I get confused with past tense, future tense, present tense, and sentence structure. I have to translate English into Spanish to understand. [Vera]

Vera's comment informed that her problems with learning the English language were the mechanics of English. Vera indicated that English grammar and verb tense agreement presented difficulty for comprehending the English language in the classroom. Vera expressed that in the classroom instruction should emphasize reading and writing English skills. Vera emphasized that she needed more practice with English grammar, verb tense agreement, and sentence structuring. Vera's response suggested that in order for her to comprehend the mechanics of the English language, she had to translate the lessons learned in English to Spanish to gain comprehension. It is evident that her educational attainment level from Mexico provides a literacy foundation in her native language to transfer knowledge from Spanish to English.

Yes, I have problem because I don't speak English, and I am not around people or work where English is necessary.
[Alicia]

Alicia's comment indicated that her problem with the English language is because the environments where she interacts daily do not require the English language to communicate. Therefore, she can not practice the English skills (i.e., reading, writing, speaking, and listening) learned in the classroom. Alicia's comment suggested that ESL learners' who are unable to practice learned skills in English are at a disadvantage when their workplace and community speak other languages that are more dominantly spoken.

Two participants indicated that English doesn't present a problem to learn. One participant [Franco] advocated personal skills and abilities to research information needed for home, work, and community. The second participant [Carlos] indicated that transferring knowledge from his native language and culture presented no problems for learning English. Each participant's comment was:

I have no trouble learning English because I can get a dictionary or ask questions. [Franco]

Franco's comment indicated that he has some skills and abilities to investigate extra-curricular resources for comprehending the English language. Franco's comment implied that perhaps he utilized other resources to improve his reading, writing, speaking, listening, and vocabulary skills after dropping out of the community college ESL program he previously attended.

I have no problem learning the English language and culture. I had a problem with attendance. [Carlos]

Carlos' comment indicates that he has no problems with learning the English language and culture. Instead, Carlos reported that his problem with learning the English language developed from his poor attendance in the ESL program that led to his non-continuation experience.

The results from participants' comments indicated that two out of the eight foreign-born Hispanic participants have difficulty transferring learned knowledge acquired in an indigenous language or Spanish into English vocabulary in order to acquire knowledge in the English language for adapting into the American culture. Participants' comments identified factors for non-continuation such as: (a) the lack of ESL instructors providing strategies for students to memorize words learned during the lesson, (b) the lack of ESL instructors providing strategies for students comprehension of English grammar, and (c) the lack of increasing the practice of reading, writing, speaking, and listening English skills.

Cognitive Awareness For Self-Change

This factor uncovered which subject(s) besides English presented a level of difficulty during participants' grade school and high school educational experiences. Since several of the participants have low literacy skills in the native language of Spanish, this factor explored what other subject(s) participants need to improve to increase their literacy skills and socioeconomic status in America.

Participants were asked if there are any other subjects they have trouble learning. Most participants indicated that they were aware of their academic areas of weakness during their enrollment. For a majority of the participants, the academic weakness was English; therefore, they indicated no problem(s) with any other subject(s). Three participants [Victor, Carolina, Vera] reported on their academic weakness in mathematics. One participant [Alicia] reported that the Spanish language presented some difficulty. Their comments were:

Yes, I have a problem with learning mathematic because the calculation is complicated. [Victor]

Victor's comment informed that the subject that gives him difficulty besides English was the subject of mathematics. Victor reported that mathematics presented a problem for him because mathematical calculations are complicated. Victor's response suggested that perhaps mathematics calculations as a consumer in America's society creates consumer issues for him purchasing products.

Yes, I have problems with Mathematics because I cannot count well. [Carolina]

Carolina's comment informed that the subject that gives her difficulty besides English was mathematics. Carolina reported that her problem with mathematics is that she cannot

count very well. From Carolina's comment, her problem with mathematics can be contributed to her education attainment level in the native language of Spanish, in country of origin. Carolina's response suggested that her literacy skills in mathematics present consumer issues for her in America's society.

One participant [Vera] explained her difficulty with learning mathematics in English. The participant's comment was:

Yes, math is difficult because I have to learn math in Spanish first and translate into English. Math is easier for me to learn in Spanish. [Vera]

Vera's comment informed that the subject that presents difficulty for her is mathematics. Vera explained that she has to learn math in Spanish; therefore, she has to translate mathematics learned in English into Spanish in order to calculate the mathematical operation with comprehension. Vera's response suggested that strategies for integrating mathematic skills could be integrated into ESL curriculum and instructional activities to provide some practice.

Another participant's [Alicia] answer reflected on her primary educational experience prior to emigrating from Mexico to America. The participant's comment was:

Yes, I had trouble learning Spanish in Mexico because I spoke a native dialect and had to speak enough Spanish to get by in town. [Alicia]

Alicia's comment informed that Spanish is the subject that presented difficulty for her to learn. Alicia reported that in her country of origin she had a problem learning the language of Spanish. Alicia's comment suggested that her: (a) indigenous heritage, (b) native dialect of Mexico as a dominant language, and (c) education attainment in the

language of Spanish contributed to her problems with learning the language of Spanish in country of origin.

The results indicate that these participants were reasonably aware of their academic weakness(s) and understood what was needed to improve their educational development. The results provided insight for implications for further research (i.e., strategies for integrating mathematic skills into ESL instructional activities).

Troubleshooting Institutional Experience

This factor examined participants' complete institutional experiences, thus far, by asking a question to capture their reflection from childhood to time of the interview. Participants were asked if they had trouble in school before. All of the participants except for one indicated that their institutional experiences did not present a problem for them during enrollment because they were good students. Participant's comment was:

Yes, I had a problem with school before because of my concentration and nervousness. [Victor]

The results from the participant's comment suggested that: (a) he was hyperactive during educational experience in country of origin which led to problems with students and faculty in the school, (b) external factors from the home (e.g., family) and community (e.g., socioeconomic status) were major concerns that affected his behavior in the school, and/or (c) instructional content did not present a challenge. From participant's previous comments, the participant did complete high school and a year of college in Mexico.

Strategies For Success

Participants' purpose for enrolling in an ESL program was to attain educational achievements for adapting in their homes, jobs, and communities. In other words, participants enrolled into ESL instructional programs for assistance in learning English and in getting a job.

This factor provided a question that explored participants' knowledge gained from life experiences already engaged at work, in the home, and in the community prior to enrollment. Participants were asked what they would like to focus on in an ESL program. The purpose of the question was to: (a) gain an in-depth understanding of participants' instructional needs, and (b) provide factors from what participants believed their focus of instruction should have been while enrolled in an ESL instructional program to achieve socioeconomic integration and advancement. Their comments were:

*In an ESL program, I would like to learn how to speak English for emergencies, to speak on the phone, and just to learn more.
[Carolina]*

Carolina's comment informed that she would like to focus on English skills to communicate appropriately in emergency situations for the home, community, and workplace.

In an ESL program, I would like to learn English punctuation, grammar, and concentration more on how to use it. [Victor]

Victor's comment informed that he would like to focus on English skills (i.e., mechanics of English). Victor's comment suggested that he would like to concentrate on English grammar and punctuation to utilize in the home, workplace, and community.

In an ESL program, I would like to focus on English grammar to communicate and comprehend information more effectively. [Franco]

Franco's comment informed that he would like to focus on English skills (i.e., grammar).

Franco's comment suggested that he would like to focus on grammar to communicate effectively verbally and non-verbally in the workplace, community, and home.

In an ESL program, I would like to correctly write, read, and speak English so I can get a better job and help my kids. [Ana]

Ana's comment informed that she would like to focus on English skills (i.e., reading, speaking, and listening). Ana's comment suggested that she would like to concentrate on English reading, writing, and speaking skills to obtain a job where English is spoken, advance in the workplace, and provide a better life for her family.

In an ESL program, I would like to speak, write, and read English more. So, it would not be difficult to read the newspaper. [Juan]

Juan's comment informed that he would like to focus on English skills (i.e., reading, speaking, and writing skills). Juan's comment suggested that he would like to concentrate on English reading, writing, and speaking skills to comprehend pertinent information of interest, and communicate effectively in the workplace and communities where the English language is spoken.

I would like to focus on English grammar and verb tense. Then, I can understand the work better and communicate better at work. [Vera]

Vera's comment informed that she would like to focus on English skills (i.e., grammar and verb tense agreement). Vera's comment suggested that she would like to concentrate on English grammar and verb tense agreement to: (a) communicate more effectively

verbally and nonverbally in the workplace, and (b) comprehend workplace information or assignment to be completed within a given time line.

In an ESL program, I would like to focus on vocabulary related to work to understand what is happening around me better. [Alicia]

Alicia's comment informed that she would like to focus on English vocabulary (i.e., work related). Alicia's comment suggested that ESL curriculum, instruction, and materials would be more meaningful (i.e., relating to life content or daily demands) in the classroom if a lesson integrated workplace language (i.e., vocabulary words) to be spoken in the workplace to: (a) reduce foreign-born adults' ambiguity in the workplace, (b) improve adults' performance in the workplace, and (c) increase adults' advancements in the workplace.

In an ESL program, my concentration would be on learning enough English skills to get by because this is what I need for now to get a job. [Carlos]

Carlos' comment informed that he would like to focus on all aspects of the English language. Carlos indicated that he would like to concentrate on the English language to: (a) get a job where English is the dominant language, and (b) comprehend his daily demands in the workplace. Carlos' comment suggested that in order for foreign-born Hispanics to gain employment at reasonable wages, one must learn the English language or enough to maintain employment.

The results from the participants' comments indicated the need for ESL instruction and curriculum to provide meaningful learning. In other words, community colleges need to provide life content instruction for the home, workplace, and community.

Each participant indicated the lack of recognition of instructional needs by the instructor to make learning more meaningful for life's contextual demands. An ESL instructional approach that does not integrate the use of English grammar, vocabulary, speaking, listening, writing, and reading skills is a prime factor for adults' non-continuation in traditional or non-traditional educational arena. Beder (1990) *Demand Model* indicates that adults only participate when the value of gain is greater than the resources they must use. This certainly appears to be the case with this study's participants.

Causes For ESL Non-Continuation Experience

This factor was developed to divulge the retention phenomenon of the eight participants selected for this study. Each participant was asked a question to unveil the reason for non-continuation in a community college ESL instructional program in Washington State. Participants were asked why they dropped out of an ESL program. The eight participants provided some very critical information for developing factors for the retention phenomenon and for foreign-born Hispanic ESL learners in Washington State community colleges. Their comments were:

I stopped attending the ESL program because I did not have transportation. [Juan]

Juan's comment indicated that he stopped attending because he lacked available transportation to continue programming. Juan's comment suggested that a lack of private transportation or public transportation schedules can create barriers to students' retention in ESL programs.

I stopped attending the ESL program because I was only able to attend two or three days at a time. [Victor]

Victor's comment indicated that he stopped attending the community college ESL program because he was only able to attend ESL classes several days a week. Victor's comment indicated that he fell behind in learning, daily assignments, and daily activities, which, combined with his already limited English speaking ability, made it more difficult to maintain. Victor's comment suggested that long work hours and work schedule changes created his barrier to retention in the ESL program.

I abandoned the ESL program because of work schedule changes. [Franco]

Franco's comment indicated that he stopped attending the community college ESL program because of his work schedules. Franco's comment suggested that changes in his work schedule and long hours created his barrier to retention in the ESL program.

I stopped attending the ESL program because of my job. I had to work so I could pay my bills. [Ana]

Ana's comment indicated that she stopped attending the community college ESL program because of her work schedule. Ana's comment suggested that long work hours to maintain financial obligations created her barrier to retention in the ESL program.

I stopped attending the ESL program because I had to go back to work, get more hours, and support mom and dad. [Vera]

Vera's comment indicated that she stopped attending the community college ESL program because she had to: (a) go back to work, and (b) work for longer hours. Vera's comment suggested that long work hours to maintain family and personal responsibilities created her barrier to retention in the ESL program.

I stopped attending the ESL program because my job hours are very changing, and I cannot take the class. [Carolina]

Carolina's comment indicated that she stopped attending the community college ESL program because of her work schedule. Carolina's comment suggested that changes in her work schedule and long hours created her barrier to retention in the ESL program.

I stopped attending the ESL program because of my work and long hours. I do seasonal work hours, and I am gone for long periods of time. [Alicia]

Alicia's comment indicated that she stopped attending the community college ESL program because of the type of work she performs. Alicia explained that she is a migrant/seasonal worker; therefore, she leaves her place of residency in Washington State and migrates to other areas in the state to perform her required assignment. Alicia's comment suggested that seasonal/migrant work and different locations created her barrier to retention in the ESL program

In America, I stopped attending the ESL program because of my job hours versus class schedule. [Carlos]

Carlos' comment indicated that he stopped attending the community college ESL program because of his work schedule. Carlos explained that his work hours in America conflicted with his class schedule and created a barrier to retention in the ESL program. Carlos' comment suggested that in Mexico, his work hours did not conflict with class schedule because he stopped attending school in the eighth grade.

The results from discussions provided factors such as: (a) the lack of access to transportation, (b) program and employment schedules providing lack of opportunity to access ESL programs, and (c) family hardships for the causes of participants' non-continuation. Refer to *Table 6* to see the eight foreign-born Hispanics' causes for non-

continuation in Washington State's community colleges. Since retention is a complex phenomenon, their causes for non-continuation consisted of many complex factors.

Table 6 illustrates the complex factors resulting from the eight foreign-born Hispanic participants' comments for their non-continuation experience.

Table 6

Participants' Causes For Non-Continuation

BARRIERS	VICTOR	FRANCO	CAROLINA	ANA	JUAN	VERA	ALICIA	CARLOS
No Transportation	X		X		X		X	
No Childcare			X					
Family/Children	X	X	X	X	X	X	X	X
Seasonal Work							X	
Work Schedule Change	X	X	X	X	X	X	X	X
Class Schedule Change								X
Longer Work Hours	X	X	X	X	X	X	X	X

Note: The symbol X indicates each participant's causes for non-continuation.

Situational Background Factors: Integration And Culturalization Experience

The information gained from the foreign-born Hispanic ESL non-continuation participants' processes of integration in the American culture indicated significant factors regarding participants' stability and retention. The situational background categories were designed to uncover the factors causing non-continuation. This section was developed to investigate participants' living situation, family background, and mental and physical health. This section's categories of current status, individual background status, and health background status provided the foundation needed to develop the situational factors that contributed to non-continuation.

Current Status

This category investigated participants' living situations to gain an understanding of how participants' situational experiences impacted their retention. In this category, two factors were developed to discover how participants are maintaining personal and family stability, and their reasons for maintaining stable employment. The factors explored were working for stability and a structure for opportunity.

Working For Stability

This factor provided insights into participants' resources for independence and stability. The eight participants were asked a question (i.e., what is your living situation?) about their living situation and how they maintain stability. Participants

provided answers that indicated no influence of leisure or extracurricular activities. Their comments were:

Now, everything is good because I work, and I am able to pay bills. [Victor]

Victor's comment indicated that his living situation is good. Victor's comment suggested that he has a job to maintain stability and other financial obligations.

Now, I am not working because I was injured on the job. My wife is working and maintaining home responsibilities. [Franco]

Franco's comment indicated that his living situation is good. Franco explained that he was injured on the job and not working at the moment. Franco's comment suggested that his wife is maintaining responsibilities for their stability.

Now, I have to work all the time to pay bills to support my family. [Carolina]

Carolina's comment informed that her living situation is working all the time. Carolina's comment suggested that she is working all the time to maintain stability for her family.

Now, my situation is that I am living with some friends but as soon I can move, we will move to an apartment. At the present time I am working. [Ana]

Ana's comment informed that her living situation in America is not completely situated.

Ana's comment suggested that she is: (a) living and depending on friends for support, and (b) in the process of acquiring an apartment and her independence.

Now, I am living with my cousins, and at the present time I am working. [Juan]

Juan's comment informed that his living situation is living with family members. Juan's comment suggested that he has: (a) been living with cousins that provide support for his

stability, and (b) acquired a job to assist family with responsibilities and to gain independence.

Now, I am just working to help pay bills. I am working full-time and part-time jobs. [Vera]

Vera's comment informed that her living situation is living with her family. Vera's comment suggested that her days are occupied with full-time and part-time jobs to: (a) pay bills and (b) support her family.

Now, I am working all the time to pay bills and I am living with my brother and nephews. [Alicia]

Alicia's comment informed that her living situation is living with family members. Alicia explained that she is living with her brother and nephews. Alicia's comment suggested that she works all the time to: (a) maintain stability, (b) pay financial obligations, and (c) provide support for family members.

Now, I am working and putting emphasis on my job to maintain stability. [Carlos]

Carlos's comment informed that his living situation is single and living alone. Carlos' comment suggested that his concentration is on working to pay bills to maintain stability, and perhaps, save a little money.

The results from participants' comments revealed (i.e., commitment to working) participants' reasons for non-continuation. The eight participants stressed work or employment as the main priority in their lives.

A Structure For Opportunity

This factor explored participants' reasons for maintaining stable employment. All participants expressed their need for job advancement and increased wages. Of all the participants, one participant's answer expressed participants' purposes for maintaining stable employment. The participant's comment was:

I believe if I learn English and maintain stable employment, I could get better job or position, gain a skill or career, and engage in diverse ethnic populations. [Vera]

Vera's comment informed that learning the English language is her foundation for success in the United States. Vera's comment suggested that foreign-born populations need to learn the English language to build a foundation that provides opportunities for: (a) employment where the English language is spoken, (b) advancement in the workplace, (c) stability in the home, (d) a career, and (e) to further education.

The results provided concreteness to the factors discovered for the need to learn English and advocates purpose for acquiring ESL instruction. The foreign-born Hispanic participant's belief, vision, and motivation for socioeconomic improvement were highly evident from the comment.

Individual Background Status

This category examined participants' situational backgrounds to gain an understanding of their family status, access to support services, and ability to attend scheduled appointments. This category was developed to unveil reasons for participants'

non-continuation. The factors investigated were family dynamics, support services and transportation, and scheduled appointments.

Family Dynamics

To examine participants' immediate family infrastructure, participants were asked a question (i.e., how many children do you have? And what are your goals for them?) to discover the number of children in the home and the goals in place for children's success. Six of the eight participants indicated that they had no children and were not planning on having any children until they have possessed a solid socioeconomic foundation. The comments of participants with children were:

Yes, I have two children. My goals are to have kids learn English, stay in school and not drop out. [Carolina]

Carolina's comment informed that she is raising her two children in America, independently. Carolina indicated that the goals for her children are: (a) for them to learn the English Language, (b) have them complete K-12 education in America, and (c) have them to be involved in extra-curricular activities that provide career guidance and prevent non-continuation. Carolina's comment suggested that she wants: (a) her children to not have to face her challenges with life in America as she did in country of origin, and (b) for her children to prosper.

Yes, I have a baby girl, and I want her to have something better than me so she would not have to go through what I am going through. My goal is that she can go to school and complete her education. [Ana]

Ana's comment informed that she is raising a baby girl in America, independently. Ana indicated that she wants her child to learn the English language and complete K-12

education in America. Ana's comment suggested that she wants her child to not have the hardships she faced as a child in Mexico and as a single parent in America.

One participant with no children indicated:

I have no children but I help take care of my nephews. I want them to finish school and become successful. [Alicia]

Alicia's comment informed that she has no children of her own to support in America.

Alicia's comment suggested that she is raising her brothers' two boys to allow them opportunities that were not accessible for her in Mexico. Alicia's comment suggested that she wants her nephews to have the opportunity to be successful in America.

The results from the three participants' comments indicated that family is a major priority in their lives. Participants' personal commitment to provide support for their children and/or their family members, in country of origin and/or in America, provided intergenerational factors for participants' non-continuation experiences. Another important factor from the results was the six participants' constraints to develop families early in their adulthood. Perhaps, their constraints are a result of their commitment to seeking their goals of learning English, supporting immediate family, and improving their socioeconomic status in America. The remaining five participants [Victor, Franco, Juan, Vera, Carlos] indicated they had no children of their own to support; instead their priority is providing support for family members in country of origin and/or in America.

Support Services And Transportation

This factor focused on participants' access to support services and access to public or private transportation. Participants were asked a question (i.e., do you have access to childcare and transportation? If not, why?) to gain knowledge of their access to

childcare and/or private transportation to discover what support services were contributing factors for their non-continuation experiences. Three out of the eight participants' comments that indicated they had difficulty were:

Right now, I have no private transportation. I have to take the bus to work and other places. [Victor]

Victor's comment informed that he has no access to private transportation; instead, he has access to public transportation in his town of residence. Victor's comment suggested that access to public transportation is vital for foreign-born adults to maintain: (a) retention, (b) employment, and (c) social interaction.

Right now, I have no transportation and no childcare because I have no money to pay for them. [Carolina]

Carolina's comment informed that she has no childcare or transportation because of her socioeconomic status. Carolina's comment suggested that: (a) lack of childcare and transportation are factors for non-continuation in Washington State community colleges, and (b) ESL programs in Washington State should provide childcare and could provide transportation.

Now, I have no transportation to get around, I have to walk everywhere I go. [Alicia]

Alicia's comment informed that she has no transportation. Alicia's comment indicate that: (a) she has to walk everywhere she goes or (b) her access to public transportation time schedules do not match hers or (c) she does not know anyone with transportation to assist her. Alicia's comment suggested that there are many foreign-born adults in Washington State that: (a) do not have access to transportation and prevents them from acquiring education and employment, and (b) have to walk everywhere they conduct daily errands in rural areas of Washington State.

The results from the three participants' comments indicated that the lack of access to childcare, transportation, and/or support services could create barriers to acquiring education (i.e., ESL instruction), and maintaining retention. The remaining five participants indicated that they had access to private transportation and no need for childcare services at the present time.

Scheduled Appointments

This factor focused on participants' ability to attend meetings and/or scheduled appointments to unveil important factors for integration and success in the American culture, and for maintaining socioeconomic stability. Participants were asked a question (i.e., have you been able to keep appointments and meetings on time? If yes, how?) to discover their ability to attend scheduled appointments and meetings. Their comments were:

Yes, I am able to go to my appointments on time because I have access to transportation. [Victor]

Victor's comment suggested that he is capable of attending appointments because he has access to transportation.

Yes, I am responsible to attend my appointments on time and my wife's because we have a car. [Franco]

Franco's comment informed that he owns a vehicle. Franco's comment suggested that he is responsible for getting his wife to the workplace and to appointments, as well as himself.

*Yes, I have to get permission from work to make appointments. It is easier to work at night to leave days open to make appointments for me and my children.
[Carolina]*

Carolina's comment informed that she has strategically planned her work hours at nights to allow her to attend scheduled appointments during the daytime for her children and herself. Carolina's comment suggested that the lack of support and understanding from place of employment could create barriers to family stability and retention.

Yes, I always have been on time for appointments. I always find someone to take me to appointments for me and my baby. [Ana]

Ana's comment informed that she attends all of her scheduled appointments on time. Ana's comment suggested that her friends provide transportation for her and her child to attend appointments as scheduled.

*Yes, I make my appointments because I go with my cousins.
[Juan]*

Juan's comment informed that family members provide transportation to attend appointments. Juan's comment suggested that his cousins provide transportation for the workplace and scheduled meetings.

Yes, I am responsible and make appointments because I have a car to get to them. [Vera]

Vera's comment informed that she has private transportation. Vera's comment suggested that she owns a vehicle to: (a) attend appointments, (b) assist with family matters, and (c) get to work.

*Yes, I have a car. I make appointments with no problem.
[Carlos]*

Carlos' comment informed that he has transportation. Carlos' comment suggested that he has private transportation to attend appointments and his workplace on time with no problems.

No, I do not make appointments on time because I have no car, and I have to walk everywhere. [Alicia]

Alicia's comment informed that she has no transportation. Alicia's comment suggested that she has to walk to her current job and to all appointments. Alicia's comment suggested that she lacks access to private and/or public transportation in her residential environment.

The result from participants' [Victor, Franco, Carolina, Ana, Juan, Vera, and Carlos] comments indicated that support from family and friends, a job that provides time, and access to transportation are important factors for: (a) new immigrant arrivals, (b) integrating into the American culture, and (c) maintaining retention. One participant's [Alicia] comment indicated that her inability to make scheduled appointments or meetings for self, family, home, work, and/or community impacted her retention.

Health Background Status

This category was designed to investigate participants' healthcare experiences. The category was developed to gain an understanding of participants' health status, physical and mental interferences/disabilities, and access to health providers to unveil

factors for non-continuation. The factors explored were general health status and access to healthcare services.

General Health Status

This factor investigated participants' healthcare history to determine if health was a factor for the reasons given for non-continuation. Participants were asked two questions (i.e., (a) What is your general health? And (b) Is there anything that interferes with what you enjoy doing physically or mentally? If yes, what?) to divulge their general health status. Each participant indicated that her or his general health status was good and indicated no mental or physical disabilities. Participants' comments were:

My health is good. I feel good. [Victor]

My health is bad now because of my job injury. I normally feel good. [Franco]

My health is fine. [Carolina]

My health is ok. [Ana]

My health is good. [Juan]

I am healthy. [Vera]

Sometimes, I feel bad and get sick, but I try to make it everyday. [Alicia]

I feel normal and I have no health problems. [Carlos]

The results from participants' direct responses suggested that they had no major health issues that interfered with their retention.

Access To Healthcare Services

A human being's access to healthcare, health promotions, disease prevention programs, and curative services is crucial to her or his welfare and existence. This factor investigated participants' access to healthcare services and information. Participants were asked a question (i.e., do you have access to health care and social services? If not, why?) to report their experiences with healthcare information and services to unveil contributing factors for the retention phenomenon. Three of the participants [Franco, Vera, and Carlos] said they have health insurance through their jobs. Several participants interjected they had no health care or social services, no access to health care information, and/or have to pay for emergency services. Their comments were:

I have no health insurance and/or social security from my job. [Victor]

Victor's comment informed that he has no access to health insurance, social services, or appropriate identification to access services in Washington State. Victor's comment suggested that he has: (a) no access to health insurance from his job, (b) limited funding to afford personal health insurance, and (c) no access to a social security identification card to obtain assistance from various agencies that provide social and health services.

No, I do not have any access to any medical services because I am not eligible. [Ana]

Ana's comment informed that she has no access to health insurance, social services, or appropriate identification to access services in Washington State. Ana indicated that her job does not provide health insurance for her and family. Ana's comment suggested that she has no access to social and health services for her and her child for reasons of: (a) a

lack of appropriate identification for assistance, (b) a lack of access to health and social services information and/or (c) temporary jobs in Washington State.

No, I have no insurance because my job is only temporary and do not provide insurance. [Juan]

Juan's comment informed that he has no access to health insurance, social services, or appropriate identification to access services in Washington State. Juan indicated that he is not eligible to receive health insurance or other benefits from his workplace because his position is temporary. Juan's comment suggested that he is not provided health insurance or social services because of: (a) a lack of appropriate identification for assistance, (b) a lack of access to health and social services information and/or (c) temporary jobs in Washington State.

I have no medical insurance. I pay cash every time I go for medical help. I receive no help from social services for medical insurance. [Alicia]

Alicia's comment informed that she has no access to health insurance, social services, or appropriate identification to access services in Washington State. Alicia indicated that she has to pay initially for healthcare services or she will not be provided healthcare service. Alicia's comment suggested that she is not provided health insurance or assistance from social services because of: (a) a lack of appropriate identification, and/or (b) temporary jobs in Washington State.

One participant indicated that she has health care, but not for the entire family.

Her comment was:

*Yes, I have insurance for my children. For me, I have no insurance. I need more information to get for me.
[Carolina]*

Carolina's comment informed that she has health insurance for her children, not for herself. Carolina indicated that she needed more information to acquire health care services and eligibility to be insured. Carolina's comment suggested that she is not provided health insurance or assistance from social services for herself because of: (a) a lack of appropriate identification, (b) a lack of access to health and social services information and/or (c) temporary jobs in Washington State.

The results from participants' comments provided data for non-continuation behavior patterns such as: (a) lack of access to healthcare information, (b) lack of access to health care services, and (c) lack of appropriate identification for access to healthcare services. These results suggest that: (a) the lack of appropriate identification to access health care and (b) low wages can cause major health issues for adults and their families. In addition, participants' comments confirm their previously stated reasons (i.e., to learn English skills in order to improve socioeconomic status) for participating in Washington State community colleges.

Refer to *Table 7* to see participants' background status in Washington State. *Table 7* illustrates the data collected from the background status of the eight foreign-born Hispanic English as a Second Language non-continuers in Washington State and provided factors that create barriers to their retention as ESL learners in Washington State community college English as a Second Language programs.

Table 7

Participants' Background Status

Status	VICTOR	FRANCO	CAROLINA	ANA	JUAN	VERA	ALICIA	CARLOS
Married w/o Children		YES						
Married w/ Children								
Single w/o Children	YES				YES	YES	YES	YES
Single w/ Children			YES	YES				
Employed	YES	YES	YES	YES	YES	YES	YES	YES
Unemployed								
40 hrs. or less								
40 hrs. or More	YES	YES	YES	YES	YES	YES	YES	YES
Health Insurance		YES				YES		YES
No Health Insurance	YES		YES	YES	YES		YES	

Note: The word "YES" indicates each participant's background status in Washington State.

W/O - Without
W/ - With

Dispositional Background Factors: Emotional Intellect And Society

Goleman (1995) indicates that adults' emotional intellect includes self-awareness, impulse control, persistence, zeal, self-motivation, empathy, social deftness, and attitude. To explore participants' emotional disposition (i.e., attitude) towards acquiring knowledge in a new society and system of education, the interview question guide provided questions to engage the participants' emotional intellect into responses to: (a) provide credence to the culminating factors from the eight participants' institutional and situational background experiences; and (b) to unveil social dispositional factors contributing to participants' reasons stated for ESL enrollment. This section's categories were developed to investigate participants': (1) attitude for learning, (2) style of learning in the classroom, (3) interaction with society, (4) understanding of their social issues, and (5) goals for the future to discover implications for the retention phenomenon. The categories probed were attitude about education, social emotional learning, social interaction with diversity, weeding out the social obstacles, and perspectives for future achievements.

Attitude About Education

This category investigated participants' attitude towards education since their non-continuation experiences, to gain an in-depth understanding of how participants' emotional intellect has been impacted. The participants were asked a question (i.e., how do you feel about education? And why?) to discover their attitudes towards learning and

education. Participants' responses were encouraging and provided insights into the eight participants' motivation for acquiring ESL instruction. Their comments were:

I feel good about education because it is like a cause for advancement to keep moving ahead. [Victor]

Victor's comment informed that his attitude about education is good because he understands that education is an investment for advancement in America's society.

Victor's comment suggested that an intergenerational change from family ideals of traditional skills to more emphasis on investing in education could be a trend for new arrivals.

I like education because I could get better job, I can communicate better on the job, and I can understand what is happening on the job. [Franco].

Franco's comment informed that he desires education to communicate more effectively for advancement in the workplace. Franco's comment suggested that education for foreign-born adults is an investment to nurture overtime to gain success or to reach the America dream in their homes, workplaces, or communities.

I feel bad because I didn't finish school and I need it. I need education to make a better life my children and for me. [Carolina]

Carolina's comment informed that she needs education to create a more stable future.

Carolina indicated that she did not complete her education and needs education to reinforce her and her family's future in America. Carolina's comment suggested that education in America could provide foreign-born adults and families an opportunity to:

(a) build careers for success and (b) remain in America.

Education to me is like my future. The more educated you are, the more smart you are, people will respect you. For me, education is the basic thing for life. I have always thought like that. The smarter you are the better you are. I see a future from education. [Vera]

Vera's comment informed that education is her foundation to be successful in America.

Vera's comment suggested that education in America for foreign-born adults would open: (a) new thinking and goals, and (b) new environments where ethics and respect are shared by everyone.

I feel good about education. If I keep taking the classes, I will accelerate fast. My goal is to continue learning. [Carlos]

Carlos' comment informed that education would accelerate his opportunities for success in the home, workplace, and community. Carlos' comment suggested that foreign-born adults, in Washington State, should take advantage of the opportunities that education provides financially, professionally, and socially in American society.

Education is important for me because I can get a better job, and I can help my family better when they ask me for help. [Ana]

Ana's comment informed that education could provide her personal advancement in the workforce and family stability. Ana's comment suggested that education could provide foreign-born adults advancement in the workplace, and an opportunity to share learned knowledge with family members to increase their comprehension and knowledge.

I feel very good about education because I need it to improve myself. [Juan]

Juan's comment informed that he needs education to improve his skills and abilities in America. Juan's comment suggested that foreign-born adults bring a wealth of knowledge, skills, and abilities to America; through education (i.e., learning English skills and other

subjects) they could gain new knowledge, skills and abilities, and enhance those already learned.

I feel good about education because it will help me help my family better. [Alicia]

Alicia's comment informed that education would increase opportunities for her to support family in America. Alicia's comment suggested that education would increase foreign-born adults' opportunities to maintain family stability and provide opportunities for advancement in the workplace and community.

The results from the participants' comments indicated that the participants believe that education, to include learning the English language, will improve their socioeconomic status and opportunities for advancement in America. In addition, the results confirmed participants' reasons for participating in a Washington State community college's ESL instructional program.

Social Emotional Learning

This category analyzed participants' learning preferences. A question (i.e., do you prefer to learn in a group or by yourself? And why?) was employed to discover how participants prefer to learn in various environments. The question was developed to gain an in-depth understanding of how each participant likes to learn in the classroom and to unveil factors relating to whether they prefer to learn in a group or individually. The participants enhanced the study by providing answers from two perspectives. The comments from participants that prefer to work in groups were:

I prefer to learn in groups because if I do not understand something other students can help me. [Ana]

Ana's comment informed that she prefers to learn in a group setting in the classroom. Ana explained that in a group setting she learns English with better comprehension to complete assignments. Ana's comment suggested that group settings allow ESL students from the same ethnicity to: (a) assist each other, and (b) translate the English language into their native language or dialect to elaborate on the topic for comprehension.

I learn in a group better because if I do not know the answer someone else will. [Victor]

Victor's comment informed that he prefers to learn in a group setting in the classroom. Victor explained that if he does not understand the lesson, someone in the group could translate in his native language of Spanish to provide meaning and comprehension. Victor's comment suggested that group dynamics for ESL learners is an instructional strategy that can provide meaning, comprehension, and translation of the lesson being learned in English.

I think it is good I learn with the group because I can speak in Spanish what I am learning, and I can ask questions in Spanish. [Franco]

Franco's comment informed that he prefers to learn in a group setting in the classroom. Franco reported that group activities provide a means for him to communicate what is being learned in his native language. Franco's comment suggested that group dynamics is a strategy for ESL instructors to implement in the classroom to increase students' learning and comprehension of the English language.

I learn better in a group because in a group, I could learn from others and ask questions in Spanish. [Carolina]

Carolina's comment informed that she prefers to learn in a group setting in the classroom. Carolina indicated that group learning works for her because she can ask questions and learn from others who speak her native language of Spanish to comprehend lessons to be learned in English. Carolina's comment suggested that ESL instructional programs could implement group activities in the classroom to increase: (a) students' comprehension of the English language, (b) meaningful learning, and (c) retention.

Ok for me to learn in a group because more people can help you understand. [Alicia]

Alicia's comment informed that she prefers to learn in a group setting in the classroom. Alicia reported that group settings are okay because she could learn from others to comprehend what is being learned in English. Alicia's comment suggested that ESL classrooms' group activities are instrumental in assisting foreign-born Hispanic students learn the language of English by allowing students to translate lessons learned in English to Spanish to: (a) comprehend the English lessons, (b) complete assignments, and (c) increase retention.

The remaining participants' comments that prefer to work alone were:

I prefer to learn by myself because if I do not understand something he (teacher) can explain it to me better and have more time. [Juan]

Juan's comment informed that he prefers to learn independently in the classroom. Juan indicated that student-centered instruction is his desired style of learning the English language. Juan explained that the teacher is his foundation for explaining and comprehending the lessons to be learned in English. Juan's comment suggested the need

for bilingual or linguistic instructors who could translate English into students' native language(s) to: (a) increase meaningful learning, and (b) students' retention.

I am a person who likes to read and read. If I learn with another, they will do my work. It's better for me to work by myself, but I am a team worker. [Vera]

Vera's comment informed that she prefers to learn independently in the classroom. Vera explained that her ability to work with others creates a barrier to completing her assignments with comprehension. Vera's comment suggested that ESL students working with other ESL students who accomplished reasonable English skills could: (a) dominate the learning process, (b) complete student's assignment, and (c) diminish student's comprehension of the lesson being studied.

Ok to learn solo for me, but I can learn in group as long as the attention is on the teacher. [Carlos]

Carlos' comment informed that he is flexible learning independently or in a group setting. Carlos explained that he can learn in a group setting provided that students' attention is focused on the instructor and the lesson. Carlos' comment suggested that both independent and group dynamics are methods to be applied in the classroom to engage students': (a) learning styles, and (b) comprehension of the English language.

The results from participants' comments suggest two factors to help increase retention in community college ESL programs. The knowledge gained from participants' emotional learning experiences provided insights for implementing group instructional classroom activities to stimulate meaningful contextual learning for the home, work, and community. Classroom activities that engage: (a) group dynamics, (b) cooperative learning and cooperative discipline, (c) meaningful instruction, and (d) independent study (i.e., student-centered) are noteworthy factors for increasing retention. These factors

demand exploration, critical thinking, and immediate application in the home, workplace, and community.

Social Interaction And Diversity

This category examined participants' emotion regarding various experiences that produce anxiety because these experiences might impact retention. Participants were asked a question (i.e., describe a situation in which you feel anxious or nervous) to gain an understanding of what causes them to generate a nervous or anxious emotion in educational environments and/or situational events. Their comments were:

I get nervous when somebody approaches me and I do not understand what he is saying. [Juan]

Juan's comment informed that he becomes nervous in social settings in American society. Juan's comment suggested that foreign-born individuals become nervous when speakers of the English language try to communicate information to foreign-born non-English speakers because the non-English speakers cannot comprehend the spoken words.

I get nervous when somebody is asking me a question because they are trying to make conversation and I do not understand. [Ana]

Ana's comment informed that she becomes nervous in environments where the English language is dominantly spoken. Ana's comment suggested that foreign-born individuals develop anxiety in environments where their native language is not the dominant language being spoken.

I get nervous at work in the restaurant because people talk rapid or fast in English. [Victor]

Victor's comment informed that workplace environments create anxiety for him.

Victor's comment suggested that workplace environments where the English language dominates creates anxiety in the foreign-born workers because they: (a) cannot comprehend words spoken rapidly in English, (b) do not know if they are performing the task correctly, and (c) fear losing their jobs for not comprehending and communicating the English language effectively.

I get anxious when: (a) the teacher asks something in English, I do not understand, (b) in public, I am asked in English and I do not know the answer, and (c) someone talks fast on the phone. I am most comfortable face to face because that helps me understand a little bit more. [Franco]

Franco's comment informed that he becomes anxious in the classroom and in various environments in American society. Franco indicated that in the classroom when the teacher presents a question in English he gets nervous because his feedback might not be correct. Franco also expressed that when he communicates on the phone for personal responsibilities, he gets nervous because the English speaker communicates too fast for his comprehension.

I get nervous and anxious when I take my kids to the doctor because I do not know how to explain to the doctor in English what is wrong. [Carolina]

Carolina's comment informed that she becomes nervous when she has to communicate to community professionals (e.g., doctors and/or police). Carolina indicated that talking to doctors to provide healthcare for her children creates anxiety. Carolina explained that her

limited English skills do not allow her to communicate (i.e., what the illness is) and comprehend (i.e., the regimen) to comply with doctors' orders.

I feel anxious and nervous when: (a) I do not have enough money and I can't reach my goals, and (b) people do not see my thoughts that I want to go to school, not work. I also get nervous at times thinking about losing my job because I don't want to lose my job, and in school when I do not turn papers in on time. [Vera]

Vera's comment informed that she becomes nervous in educational environments and socioeconomic situations. Vera explained that not having enough money to pay bills to support family and fear of losing her job creates anxiety for her. Vera's comment suggested that limited English speaking skills create barriers for English speakers to comprehend foreign-born: (a) thought patterns and (b) goals for success in the workplace and institutional environments.

I feel anxious and nervous when in class because the teacher might ask me questions in English and I do not understand and I answer in native dialect. [Alicia]

Alicia's comment informed that she becomes anxious in the ESL classroom. Alicia explained that when the teacher asks a question in English or Spanish, she becomes nervous because she speaks an indigenous language; therefore, she cannot communicate her thoughts or comprehend what is being asked or learned. Alicia's comment suggested that indigenous foreign-born Hispanics' native language, low literacy skills in the native language of Spanish, and non-English speaking skills create barriers for communicating in various environments in Washington State.

When at work, I am anxious about working in a different area. I am nervous about not knowing how to speak English and about doing the work correct. [Carlos]

Carlos' comment informed that he becomes nervous in different workplace environments in Washington State. Carlos explained that he becomes nervous when transferring into different positions at his place of employment because he is required to communicate and comprehend the workplace language (i.e., workplace vocabulary words) in English to perform new tasks. Carlos' comment suggested that foreign-born workers have difficulty transferring positions in the workplace because of their limited comprehension and usage of the English language. Carlos' response also suggested that opportunities for advancement are limited as well.

Results from participants' comments provided information revealing how private and public institutions and situational events generated emotions of nervousness and anxiety. From the responses emerged factors regarding social barriers created from participants' limited English speaking and listening skills. The results indicated that limited English speakers' or non-English speakers' emotional intellect in a new environment could create barriers for: (a) social interaction, (b) comprehending pertinent information, (c) exploring social services to maintain stability, (d) asking questions in an educational and/or social environment, and (e) seeking employment in other environments where the English language is spoken.

Weeding Out The Social Obstacles

This category was designed to investigate participants' obstacles to social learning experiences and social interactions with the English language. Participants were asked a

question (i.e., is there anything that interferes with what you would like to learn? If so what?) to reveal their social barriers or obstacles in the work environment, home, and community prior to enrollment.

From the interviews emerged factors supporting participants' needs for: (a) ESL instruction, (b) creating a foundation for integration, and (c) for communicating effectively in the English language to reduce language barriers in the workplace. Only one participant [Victor] indicated that he has no physical or mental interferences to learning, only work. Several participants' obstacles were similar and related to work and family. Their comments were:

Yes, working hard and taking care of nephews interferes with my life. [Alicia]

Alicia's comment informed that her interferences to learning and social interaction are work and family responsibilities. Alicia's comment suggested family commitments, long work hours, and walking to and from work creates a strain for attending school and interacting socially in American society.

Yes, the only interference I have is work. I have to work long hours to pay bills. [Carlos]

Carlos' comment informed that his interference to learning and social interaction is work. Carlos's comment suggested that working long hours to pay bills to maintain stability prevents social interaction for foreign-born adults in America.

Yes, for me thinking in English on my job and the things that they are asking me to do the next day interferes and affects me in my studies because I cannot concentrate on my studies. Another is who will bring me to school tomorrow. [Ana]

Ana's comment informed that her interferences to learning and social interaction are communicating English in the workplace and lack of access to support services. Ana explained that her limited English skills interfere with comprehending and communicating assignments on the job, and her lack of private transportation creates barriers to attending ESL instruction and social interaction. Ana's comment suggested that limited English speaking skills and lack of transportation could create barriers for foreign-born adults': (a) learning and (b) social interaction in various environments.

Yes, my job interferes with my learning. If I have to work nights, then I cannot attend the classes. [Juan]

Juan's comment informed that his interference to learning and social interaction is work. Juan suggested that his work schedules and long work hours create barriers for foreign-born adults' learning the English language and social interaction in the workplace and community.

Yes, work interferes with my learning because I do not have time to study. I have to work late. [Carolina]

Carolina's comment informed that her interference to learning and social interaction is her commitment to work. Carolina's comment suggested that long work hours and changes in work schedules prevent foreign-born adults from having time for extra-curricular activities for themselves and family.

One participant indicated that social interaction in the community revealed barriers to comprehending and communicating the English language effectively.

Participant's comment was:

*On my job, the high level language that people say interferes with what I learn on the job. When others are communicating with advance English words other than low-level words, I am not able to understand every word.
[Vera]*

Vera's comment informed that her interference to learning the English language and social interaction is vocabulary (e.g., in the workplace). Vera explained that in the workplace, English speakers communication of technical terms to perform tasks in the workplace creates barriers to her comprehension of the spoken words and social interaction with English speaking colleagues. Vera's comment suggested that workplace language could create barriers to learning in the workplace

Only one participant's feedback referred to the mechanics of English as a barrier to social interaction. Participant's comment was:

*Yes, English reading, writing, verbs, and grammar interferes with my learning and interacting socially.
[Franco]*

Franco's comment informed that his interferences to learning and social interaction are the mechanics of the English language. Franco suggested that limited English skills of reading, writing, grammar, and verb tense agreement create barriers for communicating and comprehending verbally and non-verbally in the workplace, ESL classroom, and community.

The results exemplified participants' needs for: (a) ESL instruction, (b) comprehension of the English language and culture, and (c) engaging socially in their

work environments, homes, and communities. The obstacles presented were: (1) lack of comprehending words spoken or written in the English language, (2) employment, and (3) working with other employees that speak fluent English. This category's data advocate and validate participants' previous comments captured for: (a) attending an ESL program, (b) the purpose of acquiring meaningful contextual instruction, (c) the workplace to assist other native speakers with limited English speaking, listening, writing, and reading skills, (d) communicating in the English language in their home and community effectively, and (e) achieving socioeconomic advancement and stability.

Perspectives For Future Achievements

This category examined participants' emotions to capture their perspectives for future socioeconomic advancement and family stability. This category was developed to gain knowledge of the goals the eight participants seek to accomplish. Participants were asked a question (i.e., (a) Have you identified one or more goals? And (b) What are your goals?) to discover what goals they had set for themselves, and whether participants believe their goals are achievable. This category of factors explores participants': (1) objectives for goals, and (2) self-efficacy and faith.

Objectives For Goals

This factor investigated participants' goals to discover their perspectives for achieving future success. Participants were asked a question to discover what goals they have identified to accomplish. Participants' answers reflected their degree of social deftness of the opportunities for achieving success in America. Their comments were:

My goals are to continue ESL learning to buy clothes and a car. [Victor]

Victors' comment informed that his goals are to learn English and achieve financial success in America. Victor explained that learning the English language would increase his communication and comprehension to: (a) social interact in society as a consumer, and (b) purchase a car and new clothes. Victor's comment suggested that learning the English language would increase foreign-born adults' opportunities to gain minimum wages and socioeconomic stability in America.

Yes, my goals are to learn English to write and read because they will take me further in life to: (a) get career, (b) be a nurse, and(c) buy my wife a house. [Franco]

Franco's comment informed that his goals for achieving success in America are to increase English reading and writing skills. Franco explained that acquiring English skills would increase his opportunities for a career and improve his socioeconomic stability. Franco's comment suggested that foreign-born adults' opportunities for success in America could be achieved from learning and applying English skills in the workplace, home, and community.

Yes, my goals are: (a) to have my kids stay in school and not drop out, and (b) for me to learn English to make sure my children finish school. [Carolina]

Carolina comment informed that her goals are to learn the English language and provide opportunities for her children. Carolina indicated that her priority goal is: (a) to have her two children attend school in America, (b) to learn the mechanics of the English language and other subjects, and (c) to complete high school and college to be successful Hispanic adults. Carolina's comment suggested that foreign-born adults' ability to attend a ESL program could demonstrate in their home: (a) a desire and motivation for learning the

English skills, (b) the opportunities that could be accomplished from learning the English language, and (c) a intergenerational change from family skills in country of origin.

Yes, my goals are to study English and try to learn it well so I can go to college and have a good profession so I can have a better life. I would like to study nursing. [Ana]

Ana's comment informed that her goals are to learn the language of English and acquire a degree in higher education. Ana indicated that by learning the English language, she could pursue a degree as a registered nurse. Ana comment suggested that foreign-born adults' acquisition of the English language could result in a GED, a college education, and a better life for immediate family.

Yes, my goals are to learn English so I can get a better job and have a more normal life. I would like to go to college to learn English so I can get a better job. [Juan]

Juan's comment informed that his goals for success in America are to learn the English language and change his situational status. Juan indicated that learning the English language would increase his opportunities for advancement in the workplace and improve his socioeconomic status in America. Juan's comment suggested that foreign-born adults could advance in the workforce to improve their situational status.

Yes, my first goal was to learn the English language. My other goals are to help my parents, buy them a home, help my brothers have an education, and make sure everyone is ok. My next goals are getting educated, getting professional, being somebody, and earning more income. I would like to do counselor work, it's a nice job with weekends off, evening off, summers off, and good pay. Yeh, school counseling. [Vera]

Vera's comment informed that she has goals for achieving success overtime in America. Vera explained that her first goal is to master the English language because she understands the deftness of the opportunities for advancement and achieving one's goals

in America. Vera indicated that learning English would allow her to help her family and ensure that her brothers receive an education and complete high school. Vera revealed that her personal goals are to acquire a: (a) GED diploma, (b) degree in the social sciences, and (c) career in counseling. Vera's comment suggested that learning the English language would provide her with the skills to be successful and provide family stability in America and/or country of origin.

Yes, my goals are to fight and continue the struggle of my life, to get a better job, and to learn English. [Alicia]

Alicia's comment informed that her goals in America are to maintain financial and family stability. Alicia's comment suggested that foreign-born adults': (a) working long hours, (b) lack of transportation, (c) lack of health and social services (d) family commitment, (e) financial obligations, (f) inability to speak the English language, and (g) inability to attend an ESL programs could contribute to their struggles to succeed and maintain stability in America's society.

Yes, my goals are to remain in America and become successful. [Carlos]

Carlos' comment informed that his goals are to remain living in America and become successful. Carlos' comment suggested that foreign-born adults emigrating from countries of origin could be successful in America if they: (a) remain patient when unforeseeable struggles are presented, (b) enroll in an ESL program to learn English skills, and (c) seek employment for family stability.

The comments captured reflected participants' emotional experiences with educational and/or situational struggles and hardships in country of origin and/or in America. Participants unveiled the foundation of their internal drive to: (a) learn the

language of English, (b) achieve socioeconomic advancement, and (c) maintain family stability. The results indicated that the eight foreign-born Hispanic non-continuation participants' goal is to learn the language of English to be successful in America.

The emotions demonstrated by the eight participants provided insight into the following: (a) the strengths of the foreign-born Hispanics ESL non-continuation participants, (b) their motivation to learning the English language and culture, and (c) their desire to re-enroll or continue in ESL programs. These salient factors should be recognized and appreciated by all institutions providing ESL instructional services in Washington State. The results also confirmed previous data from participants' institutional and situational experiences.

Self-Efficacy And Faith

This factor was developed to examine participants' attitude towards achieving their goals. Participants were asked a question to reveal their self-belief in accomplishing their goals. Participants were asked if they think their goals are achievable. Only one participant [Juan] expressed ambiguity in his future success; the other participants expressed their positive attitude towards completing their goals. Their comments were:

Yes, my goals are achievable if the teachers are more patient with me when I ask a question over and over. [Victor]

Victor's comment advocated that he could accomplish his goal for learning the English language. Victor's comment implied that during his experience with ESL instruction, teachers were not patient with his repetitive questions because of his lack of comprehending the English language spontaneously. Victor's comment suggested that instructors' cultural competence and level of tolerance are two important factors for

foreign-born adults' success in: (a) learning English skills in the classroom, and (b) maintaining students' retention.

Yes, my goals are achievable because I want to speak better English, and I want a better education. [Franco]

Franco's comment advocated that he could accomplish his goals for learning the English language and improve his level of education. Franco's comment suggested that ESL instruction could increase opportunities for foreign-born adults' to increase their levels of education in America.

Yes, my goals are achievable. Before, I could not study, and now I can. [Carolina]

Carolina's comment advocated that she could accomplish her goal for ESL instruction. Carolina's comment suggested that strategic planning regarding work schedule would allow foreign-born adults to attend English instruction.

Yes, my goals are achievable because I think that anything is reachable. With the help of those that can help, we can go forward. [Ana]

Ana's comment advocated that she could accomplish her goal for ESL instruction. Ana's comment suggested that: (a) institutional services, (b) health and social services, and (c) support services (i.e., childcare and transportation) are instrumental for foreign-born adults to gain access to ESL programs and maintain retention.

I am not sure if my goals are achievable, but I think I can accomplish them in America. [Juan]

Juan's comment advocated that he could accomplish his goals for learning the English language and improve his level of education. Juan's comment suggested that foreign-born adults' drive to continue their education is essential to maintain in the light of all the challenges they are confronted with in America to maintain stability.

Yes, my goals are achievable. I just have to set my mind and not let other things affect my goals. [Vera]

Vera's comment advocated that she could accomplish her goals for ESL instruction, family stability, and higher education. Vera's comment suggested that foreign-born adults could complete their goals provided that they stay focused on tasks, live within their means, and support each other as family members.

Yes, my goals are achievable. I think I will reach my goals because I am a strong woman staying single. [Alicia]

Alicia's comment advocated that she could accomplish her goals in America by remaining single. Alicia's comment suggested that foreign-born Hispanic single women's opportunities to accomplish goals without immediate family responsibilities are achievable, and they can accelerate faster in their education to obtain a career and improve socioeconomic status in America.

Yes, my goals are achievable and I will accomplish them over time. [Carlos]

Carlos' comment advocated that he could accomplish his goals for maintaining stability and building a foundation for remaining in America. Carlos' comment suggested that foreign-born adults' challenges to maintain stability in America could be managed over-time, provided they are willing to make essential sacrifices, and produce successful outcomes for adults and families.

The results from participants' comments revealed their drive to accomplish set goals and to create positive emotional forces to challenge the unforeseeable struggles and sacrifices to be made. From this category, the most important factor is that the eight foreign-born Hispanic ESL non-continuation participants expressed a desire for lifelong learning.

Summary

This chapter discussed from a developmental perspective (i.e., step by step from beginning of participants' education), the institutional, situational, dispositional, and social factors and experiences that have impacted the personal lives of the eight non-continuation participants.

The results of this study revealed that the eight foreign-born Hispanics' initial educational experiences were from primary, secondary, and post secondary schools outside the United States. In country of origin, several participants' family hardships caused their non-continuation behavior patterns early during childhood. After emigrating from country of origin to the United States, each participant's choice to drop out was attributed to the same reasons as in Mexico, that is, family hardship and/or a need for work. Each participant's choice to attend an ESL program demonstrated a desire to learn English skills in America and improve her or his socioeconomic status and educational attainment in America.

Participants' choice to attend a community college ESL program emerged from their belief that the community college can make a difference in their acquisition of the English language and adaptation of the American culture. Each participant's campus experience indicates that campus services and organizations can assist foreign-born adult second language learners to adapt in a new learning environment, especially where the language and program schedules present barriers. The participants' perspective about the ESL program was that instructional changes should be developed. They noticed a lack of life content (e.g., teaching students how to read road signs in the communities in

which they live and work) in instruction that could be applied immediately in the home, work, and community. This result indicates that a lack of meaningful learning in instruction can create barriers to adult second language students' learning, retention, culturalization, and socioeconomic advancement in the United States. The participants' comments suggested that federal, state, and/or local support services provide instructional information and resources written for ESL learners to increase socioeconomic stability in the home, workplace, and community.

This study discovered that foreign-born Hispanic ESL learners have difficulty translating knowledge acquired in an indigenous language or Spanish into English. Participants indicated that recognition of their instructional needs to make learning more meaningful for life context demands is an important factor for preventing non-continuation, and that instructors and ESL providers sometimes lack this sensitivity. The eight participants revealed their causes for non-continuation were primarily non-education related: (a) a lack of access to transportation and/or childcare, (b) work and program schedule conflicts, and/or (c) commitment to family. Some participants' responses also suggest that the lack of access to healthcare services and information causes non-continuation behavior patterns.

The results indicated that each participant's attitude, zeal, and motivation for learning the English language had not changed since her or his non-continuation experience. The manner in which students achieve social learning effectively provides insight for using group dynamics in the classroom. Faculty/instructors can improve the retention rate for foreign-born adult learners by implementing group work/study that is student-centered and provides life context instruction. The results also indicated that

group work/study can stimulate meaningful learning, student interaction, and assistance in interpreting what is being learned in English in their indigenous languages.

The factors that emerged from participants' identifying their obstacles to socioeconomic success were: (a) a lack of comprehending spoken or written words in English and (b) a lack of communicating and comprehending the English language effectively in the workplace for advancement. These two factors helped in developing and shaping participants' disposition (i.e., attitude) to: (a) continue to pursue the English language, (b) to achieve socioeconomic advancement and stability in the home, work, community, (c) to integrate successfully in the American culture, (d) to accomplish set goals, and (e) to create positive emotional forces to challenge the unforeseeable struggles. Participants' comments provided an in-depth understanding of adult second language learners' causes for non-continuation.

CHAPTER FIVE: DISCUSSION AND IMPLICATIONS

The purpose of this qualitative study is to discover factors that cause retention barriers for foreign-born Hispanics' English as a Second Language learners who dropped out of Washington State community college Adult Basic Education programs. Through a developmental life-span (i.e., step by step from beginning of participants' education) and phenomenological approach, the study investigates the relevant factors, cognitive processes, and experiences involved in the eight foreign-born Hispanic ESL participants' decision to drop out of Washington State community college English as a Second Language instructional programs.

Prior studies about adult education have focused their resources on investigating adult education programs and retention patterns of adult learners systemically and typologically. Very few studies have limited their focus on a particular adult education program such as ESL, a particular ethnic population such as Hispanics, or research conducted in another language in the field of Adult Basic Education. No prior studies have looked at the phenomenon of retention from the perspective of foreign-born Hispanic ESL women and men who dropped out of a Washington State community college English as Second Language instructional program. This research also sought to examine the importance of institutional factors (such as campus services and organizations); situational factors (such as current status, individual background status, and health background status); dispositional factors (such as attitude towards education, social emotional learning, social interaction with diversity, reduction of social obstacles, and perspectives for future success); and educational attainment factors (such as

academic background and learning modalities). Since the literature review provided reasons and models for low retention rates of adult learners in adult basic education programs systemically and typologically, this study sought to unveil the reasons why foreign-born Hispanic ESL learners dropped out of Washington State community college ESL programs by incorporating the voices of non-continuation ESL foreign-born Hispanic adult students.

Previous research on retention in Adult Basic Education has been both quantitative and qualitative in nature. This study's qualitative methodology and phenomenological approach includes in-depth interviews to capture participants' voices and experiences. The interviews were conducted in Spanish with the use of a translator in order to fully comprehend participants' comments. The data was collected in the fall of 2003 in Washington State. The experiences of four foreign-born Hispanic women and four foreign-born Hispanic men from rural geographic areas of Washington State were captured. The factors from the interview question guide that seem relevant to the retention phenomenon are academic factors, learning modalities factors, social emotional factors, health background factors, personal goals, and cultural values. Therefore, the conclusion that can be reached is that retention is a complex phenomenon which involves the interaction of many factors.

Summary Of Findings

The summary section of chapter five presents the following: (1) a summary of reflections relevant to data collection and analysis, (2) a summary of findings regarding institutional factors for non-continuation, (3) a summary of findings regarding situational

factors for non-continuation, (4) a summary of findings regarding dispositional factors for non-continuation, (5) the causes of non-continuation, and (6) the experiences in the culture of ESL.

Data Collection And Analysis

The initial recruitment strategy for obtaining potential participants resulted in revision due to privacy and confidentiality. To protect human subjects, a survey was developed to recruit potential participants from various organizations in Washington State. From field experience, the lowest average age of an ESL learner begins at twenty-five years of age. To increase the effectiveness of the recruitment process, the age range for recruitment changed from 18 through 27 to 18 through 30.

The interview question guide's foundation was based on relevant variables, models, and typologies in the literature on student retention in Adult Basic Education. The design, flexibility, and spontaneity of the interview question guide allowed for in-depth probing of each foreign-born Hispanic participant's personal experiences and stories. This approach worked well because the design, flexibility, and spontaneity: (a) were built into the structure of the questions and (b) unveiled common issues and experiences.

Institutional Factors

The institutional background section of chapter four provided an in-depth understanding of the eight participants' reasons for non-continuation. From this, factors were developed for the retention phenomenon of foreign-born Hispanic ESL learners in

Washington State community college ESL programs. The data that emerged from participants' educational experiences leading-up to their non-continuation experiences provided some insight into the retention phenomenon.

In terms of educational attainment, all eight participants' initial education began in country of origin. A few of the participants attended primary schools and a few of the participants attended primary and secondary schools. Three of the participants indicated that they completed primary and secondary levels of education and were enrolled in post-secondary institutions. Five of the eight participants who attended primary and secondary schools in country of origin found it difficult to establish a history of attendance and grades. From participants' responses, variations in family needs and resources created academic deficits for the five participants because their families sustained an unstable socioeconomic status in country of origin. Participants' families' struggles and hardships initiated the five participants' non-continuation behavior and the meaning of sacrifice early in their childhood.

Once participants immigrated to America, their choice to learn the English language in order to integrate into the American culture became a priority. In one of the interviews, a participant expressed how she immediately enrolled into a high school completion program and an ESL instructional program. The intent demonstrated the participant's awareness of the opportunities to be gained from acquiring the English language. Each participant's decision to attend an ESL instructional program demonstrated her or his desire to learn the English language and to improve her or his socioeconomic status in America. In all the interviews, participants' reasons for ESL instruction were to assist them in developing their English reading, writing, listening, and

speaking skills. Participants believe that ESL instructional programs will provide the English skills essential to communicate effectively in the home, the workplace, and the community.

Participants' choice to enroll in a community college ESL instructional program was influenced by cost and availability. In addition, several participants' responses were to gain a job, and to gain better pay. Again, participants' choice to enroll indicated that ESL instructional programs in Washington State's community colleges would make a difference in their acquisition of the English Language and integration into the American culture.

The findings from participants' experiences with community colleges' campus services and organizations resulted in five participants with no experiences with campus services, two participants had experiences with cultural and community outreach services that spoke their native language (Spanish), and just one participant experienced instructional tutorial services. Only three out of the eight participants had some kind of interaction with campus services and organizations prior to their non-continuation.

From participants' perspectives of what services are needed so that ESL instruction will increase retention, suggestions emerged for institutional changes in: (1) faculty and classroom climate, and (2) preparatory and social resources for success. Each participant revealed that change (e.g., an increase in bilingual/linguistic instructors) is needed in the hiring practice of ESL faculty and in classroom instruction. Participants expressed their need for instructors and tutors who are bilingual to help explain in Spanish what is being learned in English. During three of the interviews, each one of the participants expressed her or his concerns for a native language literacy preparatory

program. Rivera (1999) indicates that a native literacy program in Spanish is needed to help prepare foreign-born Hispanic adults before enrolling into an ESL instructional program at a community college or community based organization. The participants revealed two important factors in the interviews: (a) many foreign-born Hispanics have not completed grade school in country of origin, and (b) many indigenous foreign-born Hispanics speak an indigenous language and have not learned the Spanish language well.

The process of transferring knowledge from one context to another unveiled a deficit in the eight participants' comprehension of the English Language. Seven of the eight participants revealed problems in transferring knowledge gained in their native languages to knowledge acquired in the English language, such as English reading, writing, speaking, and listening skills for the home, workplace, and community. In addition, the seven participants encountered similar learning barriers in the following ways: (a) problems remembering English words just learned, (b) problems comprehending the English grammar and sentence structure, (c) problems with attaining the English language from limited practice of English reading and writing skills during ESL instructional experience, and (d) problems with attaining the English language from limited engagement of the English language in the workforce.

From the interviews, the interpreters and I learned that each participant recognized her or his academic weaknesses and understood what subject(s) presented an academic challenge. All participants indicated that the English language presented an academic and social problem. Three of the participants expressed mathematics as another subject that impacts their academic success. One participant reported that mathematics is challenging because of the calculation processes, and another reported a

weakness in the ability to count. A third participant attributed her difficulty to learning mathematics in English because one finds it easier to learn mathematics in Spanish first and then translate into English.

Indigenous foreign-born Hispanic adults, in country of origin, may have learned just enough Spanish to get by. Once in America, the indigenous foreign-born Hispanic adults try to transfer the knowledge gained in Spanish into the classrooms of ESL instruction. The results indicate that adults begin to have problems comprehending the English and Spanish languages during ESL instruction and begin to initiate patterns of non-continuation.

Troubleshooting participants' educational experiences for discipline factors unveiled only one participant with a problem of concentration or staying focused. The remaining seven participants presented no issues from their educational experiences and provided similar feedback. Participants reflected on their early childhood and adolescent behavioral experiences during their enrollment and replied that they were good in school. A majority of the participants attended only the primary and/or secondary levels of education in country of origin.

Participants knowing what will work for their success provided critical factors for ESL instruction and curriculum. The eight participants believed their focus of instruction should be meaningful contextual curriculum that produces socioeconomic improvement in the home, advancement in the workforce, and increased interaction with other cultures in the community. In addition, several participants expressed specific instructional needs of: (1) learning how to speak on the phone for emergencies, (2) learning English

grammar and punctuation, and (3) intense practice of vocabulary, reading, speaking, writing, and listening skills.

An important find for the study was the reasons for participants' non-continuation. The eight participants' educational history informed of their desire to learn the English language in America. Participants' struggles, tribulations, and hardships in country of origin and in America have created their motivation for survival in the American culture. To be in America with little or no English literacy skills, survival is even harder. Participants' comments were very similar concerning their reasons for non-continuation. Six of the eight participants indicated that their work schedules interfered with their programming; therefore, participants stopped attending. One participant revealed she had to stop to get another job to help support her family, and another participant interjected his lack of access to transportation.

Several of the participants overcame tremendous barriers during their educational experiences to get to this point in their lives. These barriers include severe financial obstacles, family hardships, inadequate academic preparation, the inability to comprehend the English language, and most important - work. From the interviews, these eight participants aspire to be lifelong learners and maintain stability in America.

Situational Factors

To further investigate the factors contributing to the eight participants' reasons stated for their non-continuation experiences, this study continued to develop factors for the retention phenomenon by investigating participants' situational background factors.

The data that emerged from the interviews revealed three categories: current status regarding work, individual background status regarding living situation, and health status.

The primary situational factors involved an in-depth understanding of participants' current status. In the American culture, individuals have the opportunity to work to maintain stability and family structure. The individual's personal and/or family commitment may force her or him to work two or three jobs for long hours. It is this type of family commitment that confirmed the reasons given by the eight participants' for their non-continuation. Participants' life demands and work schedules created barriers to their completion of an ESL program level or an ESL instructional program. Participants' challenges to maintain enrollment in Washington State community college ESL instructional programs demonstrates their zeal to learn the English language and to integrate into the American culture.

Another situational factor is individual background status. Each participant's family dynamics were very influential in their choice to stop attending an ESL instructional program in Washington State Community colleges. Two participants reported that they were parents. One participant indicated that she would sacrifice her education to have her two children complete their education. The other participant interjected that she makes sacrifices for her baby girl to assure that she will have a solid education and opportunity for success in America. Another participant indicated that she has two nephews she is responsible for and would sacrifice her education to have them achieve a high school diploma and continue on to college. The remaining five participants reported that they are supporting families back in country of origin and/or America. To provide structure and opportunity for families, participants advocated that

whatever sacrifices are needed, they will adjust their life accordingly. Research indicates that the culture of foreign-born Hispanics demands that family members should work to support themselves and their families rather than continuing their education, and that the family has a responsibility to support young family members to complete their education (Kaiser Family Foundation & Pew Hispanic Center, 2002). This inter-generational support system was an important contributing factor for the eight participants' non-continuation experiences because of their culture's commitment to support family.

The eight participants' experiences with support services such as childcare and public or private transportation presented valuable factors for the retention phenomenon. Three of the eight participants indicated they had no access to support services (e.g., childcare and outreach services). One of the participants said that he has no private transportation and has to catch the bus everywhere he goes. This participant's work schedule and bus schedule created his barriers for non-continuation. One female participant said she had no access to childcare or transportation, which, integrated with her changing work schedule, ultimately created barriers in her retention performance. Another female expressed that she has no access to public or private transportation, which combined with seasonal work, long hours, and taking care of two nephews, created barriers to her non-continuation. Each participant's sacrifices and struggles to attend an ESL instructional program demonstrated their persistence for lifelong learning.

Participants' ability to attend scheduled appointments or meetings for self, family, home, work, and community unveiled vital factors for the retention phenomenon. Five out of the eight participants are very independent when making scheduled appointments because of their access to private transportation. Two of the participants said they have

family and friends' support to assist in attending scheduled appointments. The third participant indicated that she was not able to attend scheduled meetings or appointments because she had no transportation and had to walk everywhere she went. Transportation resources and support services are very vital services for foreign-born Hispanic ESL learners' retention in the 21st century and without them situational barriers are sure to occur.

The third situational factor concerns health issues of participants. Participants' health history unveiled crucial factors for the retention phenomenon. The eight participants' access to healthcare services, health promotions, disease prevention programs, and curative services is essential for their welfare and existence in country of origin and in America. Each participant said her or his general health presented no health issues at this point in time. Three out of the eight participants said they have health insurance coverage through their jobs. The remaining five participants indicated they had no healthcare insurance, no access to health care services, and/or lacked the proper identification to acquire access to healthcare and health insurance. One of the participants interjected that she had to pay cash for emergency services. Another female indicated that she has healthcare for her children and needs more information to gain health services for herself. From the discussions, health literacy curriculum and resources are essential for providing healthcare information to foreign-born Hispanic ESL learners with low literacy skills to: (a) enhance effective communication with healthcare professionals, (b) help foreign-born Hispanics in comprehending healthcare information, (c) provide guidance where services are available for access, and most salient (d) reduce healthcare barriers that cause non-continuation behavior patterns. Individuals' general

health and lack of access to healthcare services impacts their emotions and are major contributing factors for the retention phenomenon.

The data that emerged from situational background factors confirmed the information discovered from the institutional background factors and provided a more holistic perspective of the eight participants.

Dispositional Factors

To further investigate contributing factors that caused the non-continuation experiences for the eight study participants, this study continued to develop factors for the retention phenomenon by investigating participants' dispositional background factors.

Goleman's (1995) research indicates that adults' emotional intellect encompasses the ingredients for self-motivation, social deftness, and empathy for personal and professional development. This study's investigation of the eight participants' emotional disposition towards education since their non-continuation experience provided vital information about participants' emotional intellect. Each participant expressed positive emotions that reflected their zeal and motivation for learning English and for continuing ESL instruction. Several of the participants indicated that education provides a bridge or link to the following: (a) advancements in the home, workplace, and community, and (b) knowledge to communicate more effectively to understand the events of the day. In one of the interview sessions, one female participant expressed her needs for education and her regret for not completing school. The eight participants' overall attitude about education is good. In addition, participants' responses confirmed the culminating data that emerged from their educational experiences.

Analysis of participants' responses about their preference to learn in groups or individually provided insight from both perspectives. The knowledge gained from some participants' emotional learning experiences encourages implementation of group instructional classroom activities to stimulate meaningful learning for the home, workplace, and community. Three out of the eight participants indicated they prefer to learn individually, providing a facilitator is available to respond to their requests immediately. One of the three participants indicated working with others creates internal barriers such as laziness and low self-motivation. The remaining five participants' social emotional learning preferences indicated they prefer learning in groups. Two similar factors emerged from the five participants' responses: (a) the opportunity to ask another student to clarify what has just been learned, and (b) the opportunity to communicate in her or his native language. These two factors are important discoveries for the retention phenomenon, especially if the facilitator speaks English only. The lack of classroom activity that engages individual study, group dynamics, and meaningful instruction for immediate application can create barriers for continuation.

The investigation of the eight participants' social interaction in society unveiled conditions that stimulate anxiety. The causes provided factors for instruction and curriculum that generate anxiety or anxious emotions in educational environments and/or situational events provided factors for the retention phenomenon. From the interviews, the eight participants provided responses that reveal shyness or withdrawal from various social events because of their limited English speaking and listening skills. Comments from the participants were very similar in many aspects. The participants indicated that conditions generating anxiety appear when: (a) people approach to ask a question, (b)

people speak English only or too fast (e.g., in public or at work), (c) the doctor explains the illness and prescribes a regimen in English, (d) the teacher asks a question in English, and (e) others do not understand their comments made in the English language. From participants' responses, these conditions can produce cognition that reflects behavior of low self-esteem, decreased self-motivation, and seclusion. Next, the foreign-born Hispanic adults' tribulations create barriers for: (a) retention, (b) social interaction, (c) comprehending pertinent information, (d) exploring social services to maintain stability, (e) asking questions in an educational and/or social environment, and (f) seeking employment in other environments where the English language is spoken. Based on the findings, it appears that ESL instructional programs should produce curriculum that is tailored to increase life skills in English.

When participants were asked about the barriers to social interaction and social learning, they explained that their daily demands provided the reasons for social barriers, and also contributed to non-continuation. Only one participant indicated that he has no physical or mental interferences to learning or social interaction; the only interference is work. Five of the eight participants indicated their work schedule, family, and/or transportation interfered with their daily activities. One female participant pointed out that language used in professional environments such as Boeing and Microsoft present problems for comprehending every word. The last participant interjected that his ability to read and write to communicate effectively interferes with his daily routine.

This study's investigation of the eight participants' dispositional background to capture their perspectives for future socioeconomic advancement and family stability provided insight into participants' personal mission in life, and insight into their beliefs

and self-efficacy. The participants' reflections provided similar perspectives for future success in America. From the interviews, each participant indicated that her or his first mission is to continue to fight the struggles and challenges of maintaining personal and/or family stability. The eight participants indicated that their mission is to learn English grammar and punctuation and English reading, writing, speaking, and listening skills to acquire a GED diploma. Participants' goals are to learn the English language and obtain a career to increase socioeconomic stability in the home, in the workforce, and in the community. The strengths of these participants resulted in: (a) their drive to accomplish set goals and manage unforeseeable struggles and sacrifices, (b) their motivation to learning the English language and culture, and (c) their desire to maintain retention. These salient factors should be recognized and appreciated by all institutions providing ESL instructional services in Washington State to assist in increasing foreign-born adults' literacy skills and socioeconomic status.

Unfortunately, the eight foreign-born Hispanic participants in this study did not complete their programming in a Washington State community college English as a Second Language program due to the factors discovered in the investigation of their retention phenomenon.

Reasons For Non-continuation

All of these factors – institutional background, situational background, and dispositional background factors influenced the eight participants' choice to stop attending ESL instructional programs in Washington State's community colleges. Participants' primary reasons for non-continuation were very focused and specific. At

the top of the list were employment and program schedules, family dynamics, lack of access to support services and public or private transportation, and instructional climate.

The eight participants' work schedules created barriers to ESL instructional schedules and prevented continuous enrollment due to the following: (1) seasonal work schedules, (2) changes in work schedules, and (3) the need for more work hours to maintain individual and/or family stability.

One influence is that the majority of the participants' family dynamics presented struggles and hardships early in their childhood. The eight foreign-born Hispanics' intergenerational culture requiring family support unintentionally influenced their non-continuation.

Another influence is that participants' reflections unveiled that lack of the support services such as childcare and health care were causes for non-continuation, especially without family assistance. The lack of access to public or private transportation was also identified as an influence for non-continuation, especially for participants in rural areas of Washington State.

The third influence for non-continuation was the community colleges' limitations to provide additional attention. The lack of Spanish speaking faculty in ESL programs, the lack of a native language literacy preparatory program for new arrivals, the lack of access to campus and organizational services to maintain retention and provide a sense of

community, and the lack of instructional materials - to improve socioeconomic advancement in the home, workplace, and community all contributed to loss of advancement. This eventually contributed to the eight participants' non-continuation.

Experiences In The Culture Of ESL

The eight foreign-born Hispanic participants are motivated by the challenges of life demands and the challenges that create differences in communication, styles of interaction, and in educational preferences for instruction. Many of these participants entered the community colleges' ESL instructional programs with a sense of uncertainty about their progress and stability from the following: (a) attainment of the English reading, speaking, writing, listening, grammar, and vocabulary skills, and (b) unforeseeable events from personal and family commitments that cause non-continuation behavior patterns. Participants, regardless of their personal and family struggles and hardships during enrollment, believed that ESL instructional programs would provide the essential tools for socioeconomic improvement in their lives. While some of the faculty was supportive, some failed to recognize the skills needed for participants' advancement in the American society. In other words, in Washington State some instructional programs did not provide meaningful instruction of contextual/life skills for the home, workplace, and community. A lack of bilingual instructors and a lack of available institutional services contributed difficulty for the four women and four men.

Answers To The Questions Guiding The Research

This section provides a summary of the findings in relation to the questions that guided the research.

(1). What are the retention barriers of Hispanic English as a Second Language population in Washington State Community Colleges? This study's investigation of the retention phenomenon provided a broad culmination of barriers from the voices and experiences of the eight foreign-born Hispanic non-continuers. The interview question guide unveiled the following institutional barriers, situational barriers, and dispositional barriers that impacted the eight foreign-born Hispanics' educational experiences and retention.

Institutional Barriers

- Lack of access to information about institutional programs and services.
- Lack of access to cultural organizations.
- Lack of access to tutorial services.
- Lack of access to meaningful learning for the home, workplace, and community.
- Lack of access to outreach resources.
- Lack of access to preparatory instruction prior to enrolling into an ESL instructional program.
- Lack of access to Native Language Literacy programs.
- Lack of access to bilingual staff and/or faculty.
- Lack of access to childcare services.
- Lack of access to alternative approaches to ESL instruction that recognizes students' styles of learning and/or the facilitation of authentic activities for comprehending curriculum.

- Lack of access to group dynamics in the classroom to increase comprehension, social interaction, and social learning.
- Minimum practice of reading, writing, speaking, and listening English skills.
- Minimum practice or no practice of English grammar and/or punctuation.
- Institutional ESL programs' schedule changes.
- Institutional hiring practices.

Situational Barriers

- Low income and minimum wage earners.
- Long work hours.
- Migrant workers moving to new geographical locations.
- Responsibility of supporting family in country of origin and/or in America.
- Lack of access to health care services.
- Lack of access to information to seek healthcare.
- Lack of access to healthcare insurance.
- Lack of access to appropriate documents to qualify for health insurance.
- Lack of access to transportation services.
- Lack of access to childcare services
- Lack of access to community resources and information in the native language.
- Lack of access to social services such as the Department of Social Health Services (DSHS) or the Department of Human and Health Services (DHHS).
- Inability to communicate on the phone, to doctors, at children's schools, etc.
- Inability to communicate, write and read directions in English on the job.
- Low Native Language Literacy
- Poor retention in earlier schooling

Dispositional Barriers

- The foreign-born Hispanic adults' anxiety of the English language prevents them from communicating effectively, especially in emergencies.
- The foreign-born Hispanic adults' anxiety of the English language restrains them from social interaction in the English language on the job because of the language barriers.
- The foreign-born Hispanic adults' anxiety of the English language causes a hesitation in seeking employment where the English language is spoken fluently.
- Lack of the foreign-born Hispanic adults' comprehension of what is said in English in the classroom impacts their emotional intellect, which influence non-continuation.
- Instructors' lack of recognition of what is needed for the foreign-born Hispanic adult learners' immediate socio-economic advancement in the home, workplace, and community impacts their emotional intellect, which influence non-continuation.
- Lack of access to a bilingual instructor or tutor to explain in the native language of Spanish what is being learned in English, impacts their emotional intellect, which influence non-continuation.
- Instructors' lack of comprehension about Hispanic ESL adult answers in the English language, over time, impacts their emotional intellect, which influence non-continuation.
- The inability to work in study groups in the native language impacts the foreign-born Hispanic adult's emotional intellect, which influence non-continuation.
- Long work hours and the inability to attend classes impacts the foreign-born Hispanic adult's self-motivation to continue.

(2). What is the profile of the foreign-born Hispanic ESL learner in Washington State's Community Colleges? Profiles of the eight foreign-born non-continuers are presented in detail, in Chapter Four. The integration of the Office of Adult Literacy State Board for Community and Technical Colleges' (1999) research and the findings from the eight foreign-born Hispanic non-continuers in Washington State provides a general profile of the foreign-born Hispanic ESL learners in Washington State's Community

Colleges. This study's general profile of the foreign-born Hispanic ESL learners in Washington State is the following:

- Demographics – The adult foreign-born Hispanic ESL learners are first generation, foreign-born and/or indigenous immigrants born in a country outside the United States.
- Language – The foreign-born Hispanic adult learners are Spanish dominant speakers and/or speakers of an indigenous language from country of origin. Many of the ESL Hispanic learners are bilingual; in other words, they speak their indigenous language and the language of Spanish.
- Education Attainment– A majority of the foreign-born Hispanic adult learners have not completed grade school, middle school, or high school in country of origin. In United States, a large population of foreign-born Hispanic adults function at ESL level 1 or level 2 out of a total of six levels.
- Age – The minimum adult age of the foreign-born Hispanic ESL learner is the age of eighteen, and the average age is twenty-five years of age. The maximum age is unlimited.
- Gender – The foreign-born Hispanic ESL learners are both male and female. They range from young adults to senior citizens.
- Employment –A majority of the adult foreign-born Hispanic ESL learners are migrant workers or seasonal workers. The adults work one or more fulltime and part-time jobs for long hours at a time. The majority of this population in Washington State earns less than one hundred and seventy five percent (175%) of the federal poverty level in the United States.
- Individual –The adult Hispanic ESL learners are single, single parents, married with no children, married with children, or senior citizens with children and grandchildren. In Washington State, this ethnic population of ESL learners also includes: (1) victims of domestic and/or sexual violence, (2) individuals with social emotional and physical disabilities, (3) the homeless, and/or (4) the institutionalized or incarcerated.
- Family – The foreign-born Hispanic ESL learners have a strong commitment to family in country of origin and/or America, and a very strong commitment to support the young in acquiring education in America. This type of commitment can be considered an intergenerational commitment to family.
- Situational – A large population of the foreign-born Hispanic ESL learners in Washington State are ineligible for assistance from healthcare providers, social services, and community resources due to the lack of access to appropriate documentation for eligibility. A majority of the adult foreign-born

Hispanic ESL learners are living in situations that are unstable, unsupported, or restrictive.

- **Social Interaction** – The lack of the foreign-born Hispanic ESL learners' acquisition of the English speaking, listening, reading, and writing skills creates a sense of hesitation for interacting with fluent English speakers. It is very common for the foreign-born Hispanic ESL learners to have difficulty communicating in emergency situations or difficulty talking on the phone to teachers or doctors.
- **Educational Environments** – The foreign-born Hispanic ESL learners' disposition for instructional services indicated that: (1) their learning styles are not accommodated in the educational setting, such as group study, (2) cultural expectations of Hispanic role models are not presented, and/or (3) ESL instruction is not focused on their immediate needs for the home, workplace, and/or community. Many foreign-born Hispanics are intimidated by institutional environments such as a community college campus environment and may prefer a smaller environment such as a community-based organization.
- **Belief** - The foreign-born Hispanic ESL learners believe that the United States offers more opportunities to advance socio-economically than their parents or ancestors in country of origin, and that Hispanic children growing up in the United States will have more opportunities in education and employment than they themselves.

(3). Why do Hispanic ESL participants drop out? The foreign-born Hispanic ESL learners in Washington State's community colleges share several general factors that impact their retention such as: (a) lack of time, (b) lack of support and social services, (c) extensive family commitments, and (d) lack of meaningful life/contextual instruction for the home, workplace, or community.

- The foreign-born Hispanic ESL learners' lack of time for instruction is attributed to the following: (1) full-time and part-time jobs, (2) changes in program schedules, (3) changes in work schedules, or (4) seasonal work involving long work hours.
- The lack of support or social services such as childcare, healthcare, and transportation.

- The foreign-born Hispanics' intergenerational commitment and responsibility to family create barriers to their ability to maintain enrollment.
- The lack of meaningful instruction that provides immediate application in the home, workplace, and community causes non-continuation behavior patterns. If the time spent in class is not worth the struggle to get there or is not producing immediate success in the home, workplace, or community, the learners' emotional intellect tends to lose its zeal for attending.
- Lack of Native Language Literacy
- Lack of compatibility between work and class schedules

(4). What services are needed and provided to increase retention patterns of Hispanic ESL learners? From the eight foreign-born Hispanic ESL participants similar comments to this question, this study can: (a) provide insight into the services that are needed, and (b) provide insight into the services that were instrumental during the participants' enrollment.

The following provides general information on the services that are in place, and the services that are needed to increase retention of the Hispanic ESL learners.

Services Provided

Each participant in this study reported that ESL instructional services were available at the community college. Some participants reported no other services were available while others indicated one or more of the following were available: (a) student services, (b) tutorial services, and (c) Hispanic cultural organizations and outreach services.

Services Needed

From the eight foreign-born Hispanic participants, the type of institutional and community services that are needed to increase retention are: (1) bilingual faculty and staff who speak the native language of Spanish, (2) meaningful learning and instruction for immediate application, (3) instructional practice of reading, writing, speaking, listening, grammar, and vocabulary English skills, (4) Hispanic volunteers, tutors, staff, faculty, and administrators for assistance and empowerment, to include campus and organizational services that provide: (a) Hispanic cultural organizations, (b) outreach services and information in the native language of Spanish to access various off campus support services and social services in the community, (c) Spanish literacy courses, and (d) ESL programs that provide childcare and/or transportation.

(5). What services could make a difference in retention of Hispanic English as a Second Language learners? From the investigation, several findings emerged that could make a difference in retention of Hispanic ESL learners in Washington State's community colleges and community based organizations. Culminating from the interviews with the eight foreign-born Hispanic participants, this study discovered the need for institutional and/or community based foreign-born preparatory ESL services such as a native language literacy program.

(5a). This study discovered that a large proportion of the foreign-born Hispanic population has not completed grade school, middle school, or high school in countries of origin. Therefore, when the foreign-born Hispanic adults emigrate from Mexico to the

United States, their literacy skills in their native language are very low. This includes the foreign-born Hispanic who is indigenous to her or his country of origin and had to learn only enough Spanish in country of origin just to get by. Therefore, a native language literacy program that engages adults into reading, writing, speaking, listening, grammar, punctuation, and vocabulary of the Spanish language skills, from the first grade to grade six, could provide the Hispanic ESL learners a foundation for comprehending the mechanics of the English language. A native language literacy program could provide foreign-born Hispanic women and men information about: (a) the institution, (b) the ESL program and expectations, (c) campus services and organizations, (d) outreach services, and (e) locations in the community that provide social and support services such as transportation, childcare, and healthcare. This type of pre-ESL service could provide health literacy and consumer literacy instruction in the native language to assist the foreign-born Hispanic adults' integration into the American culture.

The native language literacy preparatory program could reduce foreign-born Hispanics' anxiety or intimidation of the new environment by incorporating bilingual Hispanic faculty and facilitators that understand their concerns and can provide positive, constructive guidance. A native language literacy pre-ESL program could provide insight into the phenomenon of why foreign-born Hispanics have trouble transferring knowledge learned in country of origin to the knowledge to be gained in the English language in the United States. A native language literacy program can make a difference in the retention behavior patterns of the foreign-born Hispanic Spanish-speaking ESL adult learners and indigenous-speaking ESL adult learners.

(5b). ESL programs could be instrumental in increasing retention of the Hispanic ESL learner by providing: (a) meaningful contextual learning, (b) a skill that could be immediately utilized in the home, workplace, or community, and (c) an opportunity for employment, job advancement, increased wages, and family stability. Most salient, the instructor or facilitator should be bilingual or have significant linguistic training on language differences.

Discussion

In the data collection, analysis, and write-up of Chapter Four, the interpreters and I were enthused and empowered by the strengths and stories of the eight foreign-born Hispanic women and men. Each participant was very open and vocal about the institutional, situational, and dispositional experiences culminating from personal history in country of origin, up to their ESL non-continuation experience in the United States. The eight participants' adaptation (e.g., working in environments where English is the dominant Language) to the external barriers was enlightening.

Although the data was retrospective, the data provides evidence of retention barriers from the eight foreign-born Hispanic women and men. From this study's investigation, there is no homogeneous reason for non-continuation of the eight adult foreign-born Hispanic ESL learners. However, considerable insight was provided from the eight foreign-born Hispanics' life experiences in country of origin and in the United

States, focusing particularly on educational experiences, socio-economic experiences, social emotional experiences, and experiences with family and culture.

This study unveiled differences and similarities between native-born and indigenous ethnic populations in countries outside the United States. Today the foreign-born Hispanic population is undergoing rapid changes regardless of nativity or native language, the foreign-born Hispanic who resides in the United States are engaging in the English language, emerging in the American culture, and paving a foundation for those to follow. At the same time, new arrivals are demonstrating a new energy and disposition for the opportunities to be had by attending ESL programs of instruction in the United States. In part they feel very strongly that the United States provides more opportunities than their parents and ancestors had in country of origin. The foreign-born intergenerational nurturing cultures believe their children must learn English to be successful in America and in the world, and they must continue to transfer the values that are deemed important as descendents of their country of origin.

This study demonstrated the existence of positive (i.e., family responsibility) and negative barriers (i.e., lack of communicating and comprehending the English language in case of emergencies) throughout the participants' childhood and human developmental process. Many of the participants started out in life on a very constricted road for education attainment, career development, or occupational change.

Many of the eight foreign-born Hispanics' internal barriers of retention resulted from dropping out of primary and secondary levels of education in their native language in country of origin and from spirituality/culture of the Hispanic family. In Washington State, many of the eight foreign-born Hispanic adults' barriers of retention were from

external factors such as difficulty adapting to the English language and culture, low socioeconomic status, migrant/seasonal employment, long working hours, and the lack of acquiring information for and/or access to healthcare, childcare, and transportation services.

This study has rendered a portrait of eight foreign-born Hispanic adults at a given moment in time. As I depart this dissertation process, I leave with a collective opinion from this study's investigation that they are truly pioneers and lifelong learners creating a path of success for the next generation of foreign-born Hispanic women and men entering the American culture. However, much more could be done to improve the chances of success for the next generation.

Research Findings And Review Of Literature Connections

The findings from my investigation of the eight foreign-born Hispanic participants' institutional, situational, and dispositional factors for non-continuation in Washington State community and technical colleges English as a Second Language programs make many connections with the review of literature in Chapter Two of this study, for the field of Adult Basic Education.

The review of literature and my study have investigated reasons for poor retention patterns of adult learners in ABE programs. Poor retention patterns of ABE learners still remain an unsolved phenomenon. Much research still remains to be done to discover reasons why ABE learners dropout (i.e., for my study, the reasons why foreign-born Hispanic ESL learners dropout).

The review of literature and my study provide: (a) critical information about the retention phenomenon, (b) recommendations and (c) implications for researchers' comprehension of demographic, programmatic, social, cultural, and psychological factors that contribute to adult learners internationally, in the United States, and in the State of Washington.

Research Connections

Academic Background

The findings from my study's academic background investigation provide insight into the different educational attainment levels of the eight foreign-born Hispanic participants. Several of the participants indicated that family hardships created barriers to completing K-12 literacy skills in their native language during youth.

Mortimer's and Simmons' (1998) and Comings', Parrella's, Soricone's (1999) *Socialization Model* findings indicate that some adults as parents create barriers that interfere with children's education experience and cause them to dropout early in youth to help support family.

Fingeret's (1983) research findings indicate that intergenerational patterns of literacy and vocational skills cause non-continuation early in youth's education experience. Weinstein's (1998) research findings discovered that uneducated intergenerational family values impact youth educational attainment and create barriers in their ability to increase literacy skills in the native language.

Miller's (1967), Lewin's (1999), and Comings', Parrella's , and Soricone's (1999) *Force Field Analysis Model* findings suggest that adults' membership in a low socioeconomic class creates retention barriers to improving their literacy skills. Knowles' (1970) and Freire's (1970) research indicate that patterns of non-continuation and the lack of adequate literacy skills are consistently inherent to the characteristics of social and economic disadvantages such as unemployment, substandard housing and living conditions, and inadequate healthcare.

Freire's (1970) *Critical Pedagogy Model* findings indicate that an oppressed society creates barriers with its members. The authors' findings suggest that retention barriers of a disenfranchised group results from oppression within an uneducated society.

Gonzales', Goldstein's, Stief's, Weiner's, and Waters' (1998) research findings indicate that the lack of educational opportunities for low socioeconomic families in their country of origins propels the cycle of intergenerational family values and skills. Therefore, the increase of young adults emigrating from their country of origins to the United States presents an intergenerational change from family skills to investing in education (i.e., learn the English language to gain a career) to improve socioeconomic status and literacy proficiency level for stability.

Reasons For Choice Of A Community College ESL Program

The findings from this study's investigation of the eight foreign-born Hispanics' reasons for choice of a community college ESL program provides insight about second language learners' reasons for attending: (a) an ESL program, and (b) a community college. The findings revealed that the eight foreign-born Hispanics attended an ESL

program: (a) to learn the English language, (b) to gain socioeconomic stability in the home and community, and (c) to gain advancement in the workplace where English is spoken. In addition, the findings revealed: (a) there was no tuition or fee for enrollment, and (b) community college ESL programs could make a difference in their adaptation into the American culture.

Rubensons' (1977) and Comings', Parrella's and Soricone's (1999) *Expectancy Valence Model* findings indicate that expectancy is an adult's perception that participation would be meaningful and beneficial. The authors' findings indicate that valence is an adult's measure of the cost to participate (i.e., the sacrifices to be made for attending). Therefore, adult learners' sacrifices to attend could create barriers to retention in ESL programs.

Kotler's (1975) Beder's (1980, 1986, 1990) and Comings', Parrella's and Soricone's (1999) *Demand Model* findings indicate that adults only participate when the value of gain is greater than the resources they must use (i.e., energy, cost, and time). The authors' findings suggest that the ABE programs' lack of value in instruction leading to higher wages and certification (i.e., workplace advancement and accomplishing a GED) causes retention barriers for adults maintaining enrollment.

Avalos' and Pavel's (1993), Fields' (1998), Nora's (1990), Rendon's and Nora's (1998), and Walker's (1998) research indicates that adult learners attend community colleges ABE programs because they are: (a) free, (b) inexpensive, (c) offer pertinent instruction, and/or (d) have close ties to the community. The authors' findings suggest that the lack of these factors causes retention barriers to adult participation in ABE programs.

Cross' (1981) and Comings', Parrella's and Soricone's (1999) *Chain Response Model* indicates that adults' participation in ABE programs is the result of adults taking a self-evaluation of their level of confidence in undertaking new activities.

Campus Services And Organizations

The findings from this study's investigation of campus services and organizations revealed insight into the institutional services (i.e., cultural and student services) provided for adult ESL learners attending Washington State community and technical college ESL programs. Several of the eight foreign-born Hispanic participants indicated that they were not informed or provided the opportunity to engage in cultural and/or student services at their selected community colleges. Only three of the participants indicated they had rewarding experiences and engaged in campus and organizational activities at their selected community colleges. The findings suggest that the lack of access to student and cultural services for ESL learners to assist in instruction and personal needs could cause non-continuation.

Tracy-Mumford's (1994) *Affective Retention Plan* indicates that the lack of adult ABE students' engagement into institutional support services create retention barriers to completing a program. The research suggests that institutional support services could coordinate with other agencies to ensure that all ABE learners are connected to the support services and social services they need. The research suggests that non-instructional services should help form a bond between their program, its students and their family, and communities.

Comings' and Cuban's (2000) findings indicate that the lack of access to support services creates retention barriers for youth and adult learners. The authors suggest that programs (e.g., ESL programs) could refer public libraries to their students as an external support service to increase retention.

Schlusberg's and Mueller's (1995) research findings indicate that the lack of institution use of volunteer auxiliary personnel (i.e., tutors) causes retention barriers for adult learners. The authors' findings suggest that ESL programs could provide volunteer tutors who are bilingual or linguistic to assist second language learners' comprehension of the English *language*.

Purcell-Gates (1996) Home Literacy Survey findings indicate that the lack of support services (i.e., student, social, childcare, healthcare, and transportation services) causes retention barriers for family members and domestic issues. The authors' findings suggest that local institutions' (e.g., community and technical colleges) campus and organizational services could provide transportation and childcare to increase retention.

Ignash (1992) research findings indicate that the lack of institutional support and student services targeting students' needs causes retention barriers for adult learners. The author's findings suggest that institutions (e.g., community and technical colleges) need to respond to the local needs of their students (e.g., foreign-born Hispanic ESL learners) and communities.

Perspective For Change

The findings from this study's investigation of the eight foreign-born Hispanic participants' perspective for change (i.e., for ESL instruction) revealed insight into what

instructional services are needed to increase retention in ESL programs. The findings culminated changes for faculty, classroom climate, and resources and materials to reduce institutional barriers for ESL learners. The findings revealed barriers from the lack of: (a) bilingual or linguistic instructors, (b) meaningful instruction to be immediately applied in the home, workplace, and community, (c) meaningful instruction leading to career development and socioeconomic improvement, and (d) strategies for remembering English vocabulary.

Beder's (1991) and Comings', Parrella's and Soricone's (1999) research findings indicate that lack of congruency in institutions' (e.g., community and technical colleges) or programs' (e.g., ESL programs) practices with its student population create retention barriers for adult learners. The authors' findings suggest that Adult Basic Education programs need to change their recruitment process and become congruent with the motivation and life contexts of its adult learners. Beder's (1991) and Comings', Parrella's and Soricone's (1999) findings imply that the more instructional programs adapt to adults' contextual changes with society; adults' retention rates should increase.

Tracy Mumford's (1994) *Affective Retention Plan* indicates that the lack of adult student's involvement in assessing her or his progress and offering advice on each aspect of the program cause retention barriers. The author's plan implies that student involvement in classroom curriculum and instruction to develop meaningful learning could increase retention of adult basic skill learners.

Mortimer's and Simmons' (1978) and Comings', Parrella's and Soricone's (1999) research findings indicate that the lack of ABE programs' curriculum integration of real life literacy functions to fulfill the needs of the complex roles adults perform daily create

retention barriers. The authors' findings imply that curriculum should instill real life literacy functions to increase retention patterns of adult learners (e.g., foreign-born Hispanic ESL learners) in ABE programs.

Knowles' (1970) research findings indicate that the lack of instructional programs' recognition of adult learners' life perspectives change from one of postponed application of knowledge to immediacy of application cause retention barriers leading to non-continuation. The author's findings imply that adult learners' readiness to learn becomes oriented to the developmental tasks of their social roles.

Purcell-Gates', Degener's, and Jacobson's (1998) research findings indicate that the lack of relevant materials referred to as life contextual/de-contextual and the lack of adults' participating in the decision process for instruction referred to as dialogic/monologic cause retention barriers in ABE programs. The authors imply that: (a) adults learn more efficiently when instructional materials reflect and incorporate their prior experiences, and (b) adults' learning is enhanced when adults are active partners involved in making decisions about their instructional programming and lives. In addition, Purcell-Gates', Degener', and Jacobson's (1998) findings revealed that instructional activities not relating to adults' ethnicity, culture, language, workplace, home, and community create retention barriers for non-continuation.

Learning Modalities

The findings from this study's investigation of the eight foreign-born Hispanic participants' learning modalities provide insight about their learning styles. The findings revealed the following learning barriers from the eight foreign-born Hispanic

participants: (a) difficulty transferring learned knowledge in their native language to English (e.g., learning mathematics in English) (b) the lack of ESL instructors providing strategies for comprehending English grammar and vocabulary to be applied in the home, workplace, and community, (c) the lack of instructors increase of practicing reading, writing, speaking, and listening English skills to be applied in the home, workplace, and community, and (d) the lack of instructors providing strategies for group and individual study when appropriate. The findings imply that the lack of instructors' recognition and development of strategies to increase participants' acquisition of English skills, and their immediacy for application could cause retention barriers for second language learners in Washington State community and technical colleges and community-based organizations.

Bransford's, Brown's, and Cocking's (2000) research findings indicate that knowledge gained in the literacy of one culture can create barriers to knowledge to be gained in another culture. The authors' findings imply that the transfer of knowledge is clearly related to the lack of adults' success in learning literacy skills in their native language or dialect and create retention barriers leading to non-continuation.

Purcell-Gates', Degener's, and Jacobson's (1998) research findings indicate that the lack of ESL programs' integration of workplace vocabulary in instruction for adult learners immediate application create retention barriers leading to non-continuation. The authors imply that integrating workplace vocabulary in ESL instruction could serve unemployed heterogeneous groups of second language learners who are in need of preparation prior to entering the workforce where the English language is dominant.

Peyton and Crandall (1995) research findings indicate that the lack of ESL programs use of one of the six or integration of the six ESL philosophical approaches to

provide meaningful learning and strategies for learning English skills create retention barriers leading to non-continuation. The authors imply that these approaches represent a range of practices used to increase retention patterns for second language learners.

Attitude About Education

The findings from my study's investigation of the eight foreign-born Hispanic participants' disposition about education revealed that: (a) the participants have a high level of motivation for learning, and (b) they have a high desire to learn English. They need: (a) education in their native language to assist them in transferring knowledge to be learned in a new language, (b) education to increase their stability in the home and workplace, and (c) education in order to adapt to the American culture.

Beder's (1991) and Comings', Parrella's, and Soricone's (1999) research implies that adults' level of motivation is the driving force that helps adults to: (a) pursue education and (b) overcome the complex barriers their lives impose upon them.

Quigley's (1997) and Comings', Parrella's, and Soricone's (1999) research findings imply that dispositional influences causes high dropout rates and imply that dispositional factors provide a place from which reform might begin to affect retention constructively.

Darkenwald's and Merriam's (1982) and Comings', Parrella's, and Soricone's (1999) research findings of psychosocial dispositional barriers of ABE students imply that adults' attitude and values of education are related to their personal attitude about participation, and their view of themselves.

Boshiers' (1973, 1977) and Comings', Parrella's, and Soricone's (1999)

Congruence Model findings imply that *Growth Oriented Adults* are motivated by internal forces for: (a) learning the English language to increase stability, (b) advancement in the workplace, and (c) integration into the American culture. In addition, the authors' investigation of adult basic skills learners' (e.g., adult foreign-born Hispanics) social interaction in diverse environments revealed that they develop anxiety in new environments which may cause adults to avoid participation in education.

Causes For Non-continuation

The findings from this study's investigation of the eight foreign-born Hispanic participants' causes for non-continuation and short period of enrollment revealed: (a) lack of transportation, (b) ESL program schedules and employment schedules provided no opportunity to access instruction, and (c) family hardships.

Pugsly's (1990) and Dirx's and Jha's (1994) research findings indicate that the lack of a large quantity of ABE programs (e.g., ESL programs) designed to address low-level literacy (i.e., in English and native languages) and retention of adults (e.g., Hispanic ESL learners) in the United States is a barrier for non-continuation.

Mezirow's, Darkenwald's, and Knox's (1975), Weisel's (1980), Wheaton's (1976), and Dirx's and Jha's (1994) research findings indicate that adult students' (e.g., foreign-born Hispanic ESL learners) short of time of enrollment to leaving occurs in the first several weeks of classes.

Quigley's (1997) research findings indicate that adult students (e.g., adult foreign-born Hispanic ESL learners) in ABE programs discontinue programming in the first few weeks and contributed to the field of Adult Basic Education poor attrition rate.

Tracy-Mumford's (1994) *Affective Retention Plan* indicates that the lack of institutional intake and orientation to assist ABE adult students comprehend the program, set realistic expectations, build on a working relationship with program staff, and establish learning goals could initially create retention barriers for second language learners.

Beder's (1980, 1991, 1999) and Comings', Parrella's, and Soricone's (1999) research findings indicate that those most in need of literacy programs (e.g., adult foreign-born Hispanics) are least likely to seek them or persist once enrolled because of external factors (e.g., family hardships, need for work, and/or lack of transportation in rural areas).

Mortimer's and Simmons' (1978), and Comings', Parrella's, and Soricone's (1999) *Socialization Model* indicate that poor retention patterns of ABE learners' (e.g., adult foreign-born Hispanic learners) could be the result of changes in the context of adults' lives (e.g., family hardships) and /or changes in local services (e.g., workplace, program, and/or private or public transportation schedules change).

Darkenwald's and Merriam's (1982) and Comings', Parrella's, and Soricone's (1999) research findings indicate that the lack of ABE programs providing learners access to: (a) local information, (b) referral systems, (c) childcare, and (d) transportation reduces student enrollment and create retention barriers for those enrolled.

Purcell-Gates (1997) research findings indicate that adults' (e.g., adult foreign-born Hispanic learners) shifting responsibilities, workplace schedule, classroom schedule, public transportation schedule, lack of private transportation, and lack of childcare create barriers to retention. Purcell-Gates (1997) imply that adult learners' (e.g., second language learners) inability to continue taking advantage of literacy offerings could be due to their lack of comprehension of transportation options available in their communities.

Implications

The results of this study provide implications for English as a Second Language programs, faculty, community stakeholders, and policy makers. Since the eight foreign-born Hispanic women and men were voicing their own stories about their institutional, situational, and dispositional experiences, the opportunity was provided in the study for the participants to indicate what recommendations are needed to increase retention of Hispanic English as a Second Languages learners in Washington State community colleges. After culminating participants' answers from the interview question guide, these are the implications from their lived experiences.

Implications For ESL Programs

The findings from this study revealed that English as a Second Language programs in Washington State should provide an inviting climate and culture that encourages the foreign-born Hispanic ESL learners to engage in the American culture

and society. The participants' comments indicate that life content instruction and relevant resources will improve their competitiveness and capabilities for non-traditional and traditional occupations. The following implications were developed from this study's investigation of the eight participants' retention phenomenon:

- ESL programs for foreign-born Hispanics should provide counseling, tutoring, and mentoring support systems. The support systems should provide services in the native language of Spanish for all six literacy levels of ESL instruction and build on the foreign-born Hispanic learners' needs for integrating into the institutional and American culture.

This implication emerged from the eight foreign-born participants' Institutional Background Factors. The results from each participant's institutional experiences indicate that community colleges' campus services and organizations are essential for students' instructional needs at all six ESL course levels. The eight participants revealed that instructional, cultural, and campus services are needed to: (a) assist student's assimilation in the classroom and campus environment, and (b) provide information in the native language of Spanish for foreign-born Hispanics' integration into the American culture.

- ESL programs should develop native language literacy programs of instruction that emphasize the importance of remedial native language literacy to Spanish dominant speakers and indigenous language speakers. This will assist them in their transfer of knowledge gained in the native language to acquire and comprehend the knowledge to be learned in the English language.

This implication emerged from the eight foreign-born participants' Institutional Background Factors. The results from each participant's perspectives for change indicate that institutional Native Language Literacy services are needed to increase foreign-born Hispanics' literacy proficiency in Spanish. Several of the participants indicate that many foreign-born emigrants have completed only the second grade in their country of origin.

This study discovered that foreign-born Hispanics have a difficult time trying to transfer knowledge from low literacy skills in an indigenous language or Spanish to English.

- ESL programs should provide opportunities for interaction between faculty/facilitators inside and outside of the classroom to create and reinforce a climate of inclusion.

This implication emerged from the eight foreign-born participants' Institutional Background Factors. The results from each participant's institutional perspectives of faculty indicate the need for instructors who understand their needs and hardships in the classroom and in their daily lives to provide reinforcement, motivation, and strategies for socioeconomic improvement and stability in their home, workplace and community.

- ESL programs need to provide childcare, transportation, and/or outreach services (i.e., for access to community healthcare information) if at all possible to maintain and increase retention.

This implication emerged from the eight foreign-born participants' Institutional and Situational Background Factors. The results from each participant's institutional and situational perspectives of services provided indicate that institutional and structural support services and community social services such as transportation, childcare, and healthcare are essential for foreign-born Hispanic students to gain access to ESL instructional services, campus services, and organizational services to maintain or increase retention.

- ESL programs should explore other instructional programs such as Vocational ESL instruction to provide: (a) meaningful instruction, (b) training in a skill, (c) employment opportunities, and (d) job placement within the community.

This implication emerged from the eight foreign-born participants' Institutional, Situational, and Dispositional Background Factors. The results from each participant's institutional, situational, and dispositional perspectives for change indicate that

Washington State ESL programs need to implement competency-based and/or performance-based strategies in the classroom that provide meaningful instruction, career direction, and life content activities for immediate application and socioeconomic advancement in the home, workplace, and community to: (a) increase English literacy skills, (b) increase English proficiency, and (c) reduce non-continuation.

- Hiring practices of institutions that provide ESL programs should include some faculty/facilitators and assistants that reflect the population of the classroom.

This implication emerged from the eight foreign-born participants' Institutional Background Factors. The results from each participant's institutional perspectives of faculty and classroom climate indicate the need for bilingual or linguistic personnel who reflect the dynamics of the ESL foreign-born student population. The lack of these personnel is a major factor for non-continuation.

- Faculty/facilitators, assistants, and tutors should be: (a) bilingual or a linguist, (b) willing to listen, (c) willing to explain in Spanish what is being learned in English, (d) able to recognize adults at risk of non-continuation, and (e) willing and capable of making referral to off-campus and campus services and resources.

This implication emerged from the eight foreign-born participants' Institutional, Situational, and Dispositional Background Factors. The results from each participant's perspectives for change indicate that their observations and experiences in ESL programs revealed a lack of program diversity. The eight foreign-born participants explain that bilingual and linguistic instructors and support staff are needed to support the diverse issues of the foreign-born ESL student population in the classroom, on campus, and in their communities. The eight participants' institutional, situational, and dispositional observations and experiences advocate a diverse ESL personnel who could: (a) recognize and assist students at risk of non-continuation, (b) explain and assist in classroom

activities, and (c) provide information and resources in the native languages of the ESL student population to increase students' progress and reduce barriers of non-continuation.

- Faculty/facilitators should take a proactive approach instead of a reactive approach in monitoring foreign-born Hispanic adult students' performance.

This implication emerged from the eight foreign-born participants' Institutional Background Factors. This study's investigation of the participants learning modalities revealed strategies for ESL students' success in the classroom, home, workplace and community. Results from each participant's perspectives for personal success imply that instructors need to take a more proactive role by providing curriculum and assessment that target students' specific needs relating to life context and/or daily demands.

- Faculty and counselors should assess students' native language literacy before assigning them to an ESL course level and/or for making appropriate adjustments in curricula.

This implication emerged from the eight foreign-born participants' Institutional, Situational, and Dispositional Background Factors. The results from each participant's perspectives for change imply that new arrivals that enroll into ESL programs need to be assessed for literacy proficiency in their native language to determine if remedial native language literacy skills are required prior to enrollment into ESL course Level 1. This factor impacts foreign-born ESL students' social emotional learning because of: (a) their difficulty of transferring learned knowledge from their native language to English, and (b) their low education attainment level in country of origin prior emigrating to America.

- Institutions should regularly survey ESL students to make sure the ESL program offered reflects the needs of the current student population.

This implication emerged from the eight foreign-born participants' Institutional Background Factors. The results from each participant's institutional perspectives for change imply that ESL programs need to conduct surveys (i.e., in student's native language) to ensure that program services are aligned with the current educational needs and changing demands of the: (a) existing ESL learner and (b) new emigrant arrival.

Structural Implications For Foreign-born Hispanic ESL Learners

The findings from this study unveiled structural issues for the eight foreign-born Hispanic participants which create systemic structural barriers to their socioeconomic and education development. Therefore, federal, state, and local policies for immigrants (e.g., President George W. Bush's 2005 proposed Immigration Policy, the United States Congress, the Bureau of Citizenship and Immigration Services of the Department of Home Land Security, the Department of Human and Health Services - DHHS, and the Department of Social and Health Services - DSHS) could collaboratively:

- Provide assistance in foreign-born Hispanics' "Assimilation" (i.e., providing access to support and social services to gain education and socioeconomic equity in America.) process for integrating into the American society (Boswell, Nogle, Paral, & Langendorf, 2001; Kaiser Family Foundation & Pew Hispanic Center, 2002; Immigration Policy Report, 2003).
- Provide legal strategies to prevent unequal treatment in access to education. (Immigration Policy Report, 2003; Mehta, Theodore, Mora, & Wade, 2002).
- Provide documentation for the undocumented foreign-born Hispanic population to eliminate imposed earning penalties that create barriers to education and socioeconomic improvement (Immigration Policy Report, 2003; Mehta, Theodore, Mora, & Wade, 2002).

- Provide new policies that reduce exploitation of undocumented foreign-born Hispanic workers (Immigration Policy Report, 2003; Mehta, Theodore, Mora, & Wade, 2002)
- Provide new regulations for programs to improve undocumented foreign-born Hispanic migrant workers' wages, working environments, health insurance rates, and education (Ewing, 2004; Mehta, Theodore, Mora, & Wade, 2002).
- Provide policies to reduce government sanctions imposed on employers that hire illegal immigrants and typically cause the employer to hire immigrants below minimum wage with no benefits (i.e., no healthcare insurance, education, or advancement) (Immigration Policy Report, 2003; Griswold, 2002).

Implications For The Field Of Adult Basic Education

Boswell, Nogle, Paral, Langendorf, (2001) indicates that immigrants (i.e., documented or undocumented foreign-born) becoming American citizens is a significant sign of putting down roots outside of their country of origin. Boswell et al. (2001) indicates that foreign-born Hispanics must generally reside in the United States at least five years before they can apply for naturalization. The Immigration Policy Report (2002) indicates that the process of "Assimilation" into American society is greatly enhanced when a foreigner gains access to support services (e.g., healthcare, childcare, and transportation) and education (e.g., ABE/ESL programs). Mehta, Theodore, Wade, & Wade (2002) study strongly suggests that new immigration policies could provide undocumented foreign-born Hispanics with equitable wages, safe working environments, and health insurance, and could also allow for much needed access to government safety-net programs (e.g., education programs and social service programs).

Johnson (2004) indicates that policymakers (i.e., nationally and in Washington State) debating what to do with undocumented foreign-born Hispanics from Mexico must begin by recognizing that most of the current undocumented Mexican population already

is an integral part of the U.S. economy and society. Lowell and Suro (2002) reports that in the year 2000, 4.5 million undocumented immigrants from Mexico alone contributed an estimated \$200 billion to the United States Gross Domestic Product. Passel (2002) reports that in the year 2001, undocumented immigrants filled: (a) 1.4 million jobs in wholesale and retail trades, (b) 1.3 million in service industries, (c) 1.2 million each in manufacturing and agriculture, and (d) 62,000 in construction. Griswold (2002) study indicates that millions of Mexican workers are diverted into an underground market where: (a) poor working and living conditions, (b) poor wages, and (c) poor health prevail. Griswold (2002) reports that the United States immigration laws discourage: (a) equity and (b) employers from investing in foreign-born Hispanics' education, health, childcare, transportation, and welfare.

Since the foreign-born Hispanic adult ESL learners are motivated by America's structure of opportunity, the field of Adult Basic Education should continue to encourage the foreign-born Hispanics to continue their struggle for life-long learning. Instructors should integrate changes into the program that reflect the diversity of the classroom. Instructors should promote ethnic sensitivity by providing meaningful contextual instruction for their immediate application in the home, workplace, and community.

Tracy-Mumford, (1999), and Comings, Parrella, and Soricone, (1999) indicate that instructors should provide alternative methods (e.g., group dynamics) for engaging ESL learners in classroom activity for immediate application in the home, workplace, and community. This study indicates that the majority of eight foreign-born participants preferred group study/work as opposed to a traditional educational system, which favors individual study/work. This factor emerged from the eight foreign-born participants'

Institutional and Situational Background Factors. The results from the participants' perspectives who prefer group study/work reveal the importance of engaging ESL students in classroom group activities to: (a) allow other foreign-born students to translate lessons learned in English into a native language for classmates, (b) allow for meaningful learning to emerge, (c) increase students' comprehension of the English language and American culture, and (d) increase retention. The results from the eight participants' social emotional learning perspectives indicate that instructors need to develop an equitable reward system to reinforce ESL students' immediate comprehension and application of the English language and culture.

Administrators should develop an increase in services that provide information in native languages, referrals for outreach and social services, career development services, and job placement services. Administrators should arrange class schedules around students' schedules rather than around the convenience of the faculty and staff.

Administrators should develop Native Language Literacy programs by incorporating foreign-born Hispanic learners' indigenous language literacy skills. Rivera (1999) indicates that a Native Language Literacy program allows foreign-born Hispanic learners to use and develop both Spanish and English literacy skills.

In America, the foreign-born Hispanic women and men are increasingly becoming a vital part of our workforce. The foreign-born Hispanic students comprise a majority in Washington State's ESL programs. Therefore, the field of Adult Basic Education should recognize that much more research is needed in the area of ESL and in the structural issues of the ESL learner to attain higher retention levels. Many foreign-

born Hispanic ESL learners can be ambassadors for institutions' enrollment of their families, friends, and acquaintances and can be very effective for increasing retention.

Implications For Further Research

From this study's investigation of the eight foreign-born Hispanic ESL participants' retention phenomena in Washington State's community colleges, several vital factors are worthy of further research. Since the retention rate of foreign-born Hispanic women and men in Washington State remains consistently low, a study is needed to investigate the profiles of ESL programs and classrooms to gain an in-depth understanding of the retention phenomenon.

Purcell-Gates et al. (1998) indicates that actualization of literacy instruction and literacy practice as seen through contextual/decontextual dimensions could determine how much program content and instructional resources reflect the foreign-born Hispanic ESL learners' specific needs for social and cultural integration, and for life's daily demands in America. Purcell-Gates et al. (1998) reveals that actualization of the instructor/facilitator and student interaction as seen through dialogic/monologic dimensions could determine the extent of participation the foreign-born Hispanic ESL learners have in making decisions about the classroom activities, the program's curricula, and the institutional services.

The American Immigration Law Foundation (2002) indicates that a well designed instructional mobile program (e.g., site-based educational programs) using foreign-born native languages and designed to be implemented at the local and community level could

be very instrumental at facilitating English proficiency skills and subject based competency skills to a foreign-born population.

The American Immigration Law Foundation (2002) reports that a need exists to develop new adult ESL initiatives, and the need is evident by ESL programs' waiting lists numbering in the thousands, with waiting periods for the start of classes numbering in years. The American Immigration Law Foundation (2002) research indicates over one thousand adults in New York anxious for an opening on a public library's program list, six thousand adults in Dallas on a one-year list, and three thousand adults in Seattle on one program's waiting list.

In Washington State, a large percentage of the foreign-born Hispanic population is concentrated in rural areas statewide (i.e., remote and hard to service areas). Lewis and Prater (1998) explains that Site-Based literacy programs provide an opportunity for the foreign-born populations to remain in their communities, where they continue to: (a) receive the support of family and culture, (b) maintain family, and (c) develop community responsibilities.

In order to continue the development of effective mobile Site-Based literacy programs further research is needed to discover factors for increasing literacy proficiency skills of foreign-born Hispanics located in remote areas. Therefore, further research on Site-Based literacy education programs needs to be conducted to: (a) increase site-based support systems to Limited English Proficiency (LEP) populations whose native language is Spanish, indigenous, or another non-English language, (b) assist in reducing structural barriers (e.g., earning below minimum wages) that inhibit their socioeconomic development, (c) increase ESL instructional approaches and designs that integrate family,

community, and culture in the learning process, and (d) assist community policymakers in improving instructional content, assessment, and resources for foreign-born remote populations' immediate application in the home, workplace, and community.

Clearly, a longitudinal study is needed for the development of a remedial Native Language Literacy Program in Washington State. This study's unveiling of the intergenerational educational attainment of the eight foreign-born Hispanic ESL non-continuers in country of origin, suggests that new arrivals enrolling in ESL instruction with less than a sixth grade education level should be provided with services in the native language before integration into ESL instruction. With the same procedures used in this study, researchers need to collectively document a large number of ESL literacy programs to obtain a large roster of foreign-born Hispanic ESL students with below sixth grade skills. The longitudinal study could provide qualitative and quantitative data on the progress of this group's retention rate in comparison to foreign-born Hispanic ESL students with above sixth grade skills who began ESL instruction immediately after enrollment.

Administrators should survey students regularly about their needs in order to make appropriate adjustments (e.g., for new foreign-born arrivals) in the ESL programs to reflect changing student populations and, consequently, changing needs (Tracy-Mumford, 1994; Comings, Parrella, & Soricone, 1999; Beder, 1999). Beder also indicates that surveys should provide a measurement for outcomes and impacts that Adult Literacy Education and English as A Second Language programs have upon ABE and ESL learners for two reasons: (a) program accountability (e.g., retention) and (b) program planning and improvements (e.g., curriculum and instruction). The findings of this

study's investigation of the eight participants Institutional Background Factors suggest that indigenous dominant students need to be: (a) assessed prior to enrollment into an ESL course level and (b) assessed to determine their indigenous language literacy proficiency level. The results from the participants' perspectives for change indicate that ESL learners must be surveyed (i.e., in students' indigenous languages) continuously to ensure that program services are aligned with the current educational needs and changing demands of the: (a) existing ESL learners and (b) new emigrant ESL learners.

Because this study researched and interviewed a small population of foreign-born Hispanic ESL non-continuers, implementing similar studies in the native language of Spanish with a larger population is recommended. Perhaps such studies (e.g., development of a Native Language Literacy Program or pilot program) will provide factors not unveiled in this study of how to retain larger populations of foreign-born Hispanics in ESL programs in Washington State. Since this study was limited to Washington State, in-depth qualitative and quantitative studies of foreign-born Hispanics' retention phenomena and retention behavior patterns should be conducted nationally to determine if there are regional differences for non-continuation amongst the foreign-born Hispanic ESL adult learners.

Closing Remarks

The retention phenomenon of adult second language learners provided significant factors that unveiled retention barriers for the eight foreign-born Hispanic ESL adult learners who dropped out of Washington State community college Adult Basic Education

programs. In many Adult Basic Education ESL programs in Washington State, foreign-born Hispanic adults are largely voluntary (i.e., adults are not recruited, they are informed by friends and family of the program, and they attend) candidates, and the role of student is just one of the countless roles competing for their time and attention. The findings from the eight foreign-born Hispanic participants' voices and experiences indicate that retention is a complex phenomenon involving various institutional, situational, and dispositional factors. This means no one factor could provide an explanation for the non-retention phenomenon. This study has unveiled reasons such as: (1) family struggles and hardships, (2) lack of childcare, healthcare, and transportation, and (3) long work hours which often voiced as the causes for non-continuation. At the same time, the eight foreign-born Hispanic adult participants had pragmatic reasons for engaging in ESL, and felt that the programs would provide meaningful contextual learning for immediate or long-term goals for the home, workplace, or community. The eight foreign-born Hispanic adult participants' situational and dispositional factors revealed their zeal for ESL instruction, ESL level completion, and/or ESL program completion.

Adult second language learners in Washington State come from different cultures, and different countries of origin, vary in their educational attainment backgrounds, and have diverse reasons for learning the English language. Washington State's community outreach services could collaborate with local businesses and organizations to provide employment and community information for foreign-born populations in their native languages. This type of collaboration can involve community stakeholders, mentors, and Hispanic role models. These collaborators can talk about the ESL programs, community and personal issues, community services, social services, and health services. They can

also suggest local radio and television stations that provide information and services in the native language.

Adult second language learners' emigration to a new country affects their natural process of socialization. This type of transformation for new arrivals is complex and is continually restructuring their identity along the lines of minority, ethnicity, race, gender, and ability. English as a Second Language programs and faculty working with foreign-born Hispanic adult ESL learners will discover that issues of socialization and social identity will emerge from classroom or small group discussions. Faculty can address these issues of socialization overtly in the classroom or in small groups and provide curricular and extra-curricular activities that help foreign-born Hispanics to maintain and manage social conflicts/barriers in the home, workplace, and/or community.

Research indicates that traditional ESL programs that are text oriented, test oriented, and teacher oriented are very unlikely to meet the needs of foreign-born Hispanic ESL learners who have limited experience with the formal structures of education. In fact, this study confirms that the traditional learning environment could create retention barriers for this particular population of foreign-born Hispanic learners. Learner-centered ESL programs can build on learners' experiences and provide goal-setting activities that encourage confidence and a sense of reality in completing goals. Bilingual and culturally sensitive faculty can help with students' apprehensions regarding instruction, program, organizational services and campus services, in order to bridge the educational gap in these students' background.

The culminating factors prove that listening is a vital factor for addressing the foreign-born Hispanics' ESL retention phenomenon in America. ESL programs' faculty,

advisors, and counselors can conduct discussion groups to listen to the foreign-born Hispanic adults' expectations and outcomes for attending the programs. Student/faculty, student/advisor, and/or student/counselor relationships can provide regular feedback to administrators, practitioners, and stakeholders to keep instruction and instructional resources meaningful for immediate application in the home, workplace, and community, and provide a sense of belonging and ownership of their learning and development in the new environment.

The eight foreign-born Hispanic participants in this study seems to be more focused on working for the next generation. *Table 1* on page 17 clearly shows that this group is not focused on welfare but on working, even if it means giving up their own opportunity for education. However, structural barriers (e.g., immigration policies) consistently create barriers to their socioeconomic stability and educational achievements in the United States. If these barriers are not removed by changing the current system, we run the risk of making yet another generation of non-literate immigrant people.

Vernez (1994) indicates that both the current immigration discussions and immigration policy have changed in recent years and require a new reform and thinking about immigration to include the outcomes of the United States immigration laws. The author reports that immigrants' largest service demand in the United States is education.

The American Immigration Law Foundation (2002) reports that immigration policies must be carefully tailored to effectively enhance national security and long-term foreign policy objectives, while upholding the United States tradition of welcoming newcomers. The foundation reports that immigration policies must recognize the important contributions immigrants make to the United States.

The Pew Hispanic Center and the Kaiser Family Foundation (2002) indicates that many opponents of immigration claim that immigrants are generally unwilling to assimilate into American society and add to perceived cultural divisions within the United States. These two institutions believe that promotion and implementation of improved “best practices” for teaching immigrants English and literacy proficiency in native languages will assist in decreasing their structural barriers and increase their socioeconomic status in America.

The American Immigration Law Foundation (2002) reports that researchers agree that policymakers are faced with a greater dilemma of deciding if only Mexicans will be able to receive these reforms or be extended to the undocumented of other nations. The foundation indicates both governments (i.e., the United States and Mexico) must resolve the eligibility criteria for undocumented workers to qualify for a legalization program. The research implies that the creation of a new legalization program will make nearly half of all undocumented workers eligible for legal status and gain access to health care and other support services to maintain stability in America.

The results of Ewing (2003) study indicate that the current immigration policies now in-place deny the undocumented foreign-born population the opportunity for a smooth and timely transition into the American society. Ewing explains that the undocumented who fled poverty, torture, rape, or impending death for the promise of freedom in the United States are consigned to legal limbo (i.e., structural barriers) in which they must spend more than a decade as outsiders in their new homeland without crucial identification documents (i.e., the green card) that are often demanded by employers. Ewing (2003) research suggests that the United States government is sending

mixed messages that foreign-born populations can make a new prosperous life in America. Structural barriers create a cruel and utterly pointless hurdle in the path of foreign-born populations already traumatized by having to leave behind their country of origin and family (Ewing, 2003). This study supports the view that structural barriers were very real for this population.

From the interviews, it is easy to see that foreign-born Hispanic residents may need educational intervention to help them acquire skills and information so they can take full advantage of a community college ESL program. This study provides implications for federal, state, and local institutions in the following areas: (1) research projects in progress, (2) literacy practices, (3) efforts to increase retention of foreign-born Hispanic ESL adult learners, and (4) efforts to increase opportunities for foreign-born Hispanics in the home, workplace, and community. However, it becomes clear that improvement in retention will require a long process of developing effective retention strategies and structural reform.

Until we can manage the retention phenomenon of an educationally disadvantaged group of foreign-born Hispanic adults, this cultural group will not adjust well in our society. As it is, the people from this group who are most likely to continue are the determined adults who do not need extra encouragement.

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Appendices



OREGON STATE UNIVERSITY

INSTITUTIONAL REVIEW BOARD

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Application for Approval of the OSU Institutional Review Board (IRB) for the Protection of Human Subjects

Brief Description: The study will examine the factors that cause retention barriers for foreign-born Hispanic English as a Second Language's (ESL) learners that dropped out of Washington State's community colleges adult basic education programs. The focus of the study is to capture foreign-born Hispanic ESL dropouts' voices from Washington State community colleges and unveil the phenomenon behind the factors leading to their retention barriers. Prior studies on adult education have focused their resources investigating adult education programs and retention patterns of adult learners systemically. Very few studies have limited their focus to a particular adult education program such as ESL or a particular ethnic population such as Hispanics or a research conducted in another language in field of adult education. At the same time, the adult basic education learners in ESL programs in Washington State are classified as the hardest to serve and the most in need of adult literacy education. The time is opportune to gather first-hand information from foreign-born Hispanic ESL dropouts in order to provide factors to increase retention of this ethnic population. I would like to use the findings to develop recommendations and strategies to increase retention of foreign-born Hispanic ESL learners in the field of adult basic education.

Methods and Procedures: This study will incorporate qualitative methods of research, which are deemed to be subjective and interpretive in nature. Data will be derived from the review of primary and secondary sources of literature. Based on the thorough review of literature, gaps will be identified in developing my understanding of the factors that cause retention barriers for foreign-born Hispanic ESL dropouts from Washington State's community colleges. Interviews will then be conducted to address those gaps and to establish credibility and confirmability of the findings.

Potential Participants will be recruited through various rural and urban organizations such as the following: 1) community based organizations, 2) community colleges, 3) Hispanic organizations, 4) community centers, and 5) community churches.

Individuals in these organizations will become aware of this study through announcements made at group meetings and by talking with selected individuals that meets the research criterion. The information to be shared with the individuals will be the same as the English and Spanish translations of the Recruitment Letter and the English and Spanish translations of the Application for Approval of the OSU Institutional Review Board (IRB) for the Protection of Human Subjects.

To discover potential participants from individual and group meetings, this study will implement a survey to recruit potential participants at the various organizations. The survey will provide privacy and confidentiality for potential participants that volunteer to participate in the research project.

Participants' names and contact information will be stored in a secure location for optimum protection of human subjects recorded data.

A set of interview questions is developed to collect oral experience, based on models, concepts, and themes that are identified from the literature. Interviews will be conducted in the summer of 2003 with up to eight key informants who have thorough knowledge and experience in Washington State community colleges' adult basic education ESL programs and services. The interviews will be conducted with an interpreter and require a maximum of two hours. The interviews will be conducted in person and will be recorded on videotape and audiotape if the interviewee agrees. A participant may ask to have the videotape and the audiotape recordings stopped at any time. The interpreter will translate if a participant does not wish to have the interview recorded. The interpreter will translate for Mr. Gary Jones, and Mr. Jones will begin to take notes by hand or computer. The interviewees may request at any time to end the interview and may choose to not answer a specific question.

Mr. Jones and the interpreter(s) will review the videotape recordings for non-verbal expressions, transcribe the audiotapes, review the transcript for key responses to questions, and conduct a members' check with each interviewee to make certain that she or he agrees with the transcription and analysis. A second interview, if needed, will be determined for the following reasons: 1) Mr. Jones' and the interpreters' analysis of interviewee's response is ambiguous and needs clarity, 2) the interviewee disagrees with the analysis and transcription of her or his response(s), and/or 3) additional questions may need to be developed to capture a more in-depth response of interviewee's experience. The interviewee will also be asked by the interpreter(s) to add any additional information she or he may want to add based on original questions. The second encounter with the interviewee may be conducted in person or by phone. The same basic set of questions will be used throughout, but as part of the interpretive process, further responses may be needed where wanted and additional questions may be added to subsequent interviews if necessary to gain a deeper understanding of interviewees' experiences.

One or two interpreters will be asked to serve voluntarily as research interpreters in the study. As no data will be collected from the interpreters, it is not considered necessary to request approval to work with them from the IRB. These interpreters will be respected, long-standing interpreters in the field of linguistics and demonstrate a compassion for discovering the retention barriers of foreign-born Hispanic learners that dropped out of Washington State's community colleges. The role of the interpreter(s) will be to use her/his professional linguistic experience to assist Mr. Jones in translating and identifying key factors to participants' ESL experience. The interpreter(s) will also translate for Mr. Jones in the initial interview process of the interviewees.

Benefits and Risks: There may be limited risk to participants being interviewed in that they will be identified in the research. Mr. Jones will, however, take the necessary measures to lessen this risk of the participants who will be identified by name and will gain approval from the participants to identify them in the thesis, as described below in the section on "Anonymity or Confidentiality." There may also be benefits to the participant such as: 1) an understanding of what barriers affected her or his programming; 2) gain an in-depth understanding of the factors that lead to retention barriers within their ethnic population and inform family members, members at work, and in the community; and 3) use the

knowledge gained to assist in the development of intergenerational socioeconomic success. These benefits are a few of the outcomes for the participants in this study. Participation, however, will be on a voluntary basis with no financial remuneration.

Subject Population: The research uses qualitative methods and is constructivist in nature; therefore, it is impossible to identify the participants beforehand. Mr. Jones will interview up to eight participants to gain information to fill gaps and confirm findings that emerge in the literature review. The participants will be chosen from the following criteria: 1) ethnic origin must be foreign-born Hispanic, 2) participated and dropped out of an adult basic education ESL program in a Washington State community college, 3) a resident of Washington State, 4) want to voluntarily participate in the study, and 5) within the age range of 18 to 27.

This study's justification for limiting the age range of potential participants between 18 and 27 emerges from current research that indicates foreign-born Hispanics in the age range of 18 to 27 are more likely to believe than native-born Hispanics that acquiring the English language skills are essential for improving their political and socioeconomic status in the United States.

A total of eight interviewees will be chosen from Washington State community colleges to capture their knowledge and experience that could provide thorough responses to the questions that emerged from the literature review. Those participants who agree to participate will receive verbal information translated in Spanish about the requirement to sign the Informed Consent Document, as well as a copy of the document translated in Spanish, prior to participating in the interview.

Informed Consent Process: After the participants orally agree to participate in the study, a time and place for the interview will be arranged. Mr. Jones will explain (via interpreter) the Informed Consent Document to the potential participants prior to the interview. An English copy and a Spanish translation copy of the Informed Consent Document to be used are attached. Mr. Jones will send both copies of the Informed Consent Document along with a English and Spanish translated cover letter to the participants prior to the interview. Mr. Jones and interpreter(s) will speak to the participants by phone or in person to answer any questions that they may have about the document and about the study. A potential participant will be interviewed only after her/his Informed Consent Document is signed. Signing may occur prior to or at the interview.

Anonymity or Confidentiality: Because qualitative research is naturalistic, greater credence can be added to the findings if important statements made by an interviewee are attributed to that interviewee. The trustworthiness of qualitative data can be enhanced by naming the interviewees and by describing the qualifications they bring to the subject under study from the interviews. Therefore, Mr. Jones will not maintain confidentiality of the interviewees and will describe in the Informed Consent Document the procedures to be used with respect to confidentiality.

Each interviewee will have the opportunity in Spanish to review and approve the transcript of what she/he said in the taped interview, and Mr. Jones' interpreted analysis of the transcript. If an interviewee requests that confidentiality be maintained throughout the study or in relation to specific statements, then Mr. Jones will honor that request. The audiotapes and the videotapes will be erased and destroyed once the study has been completed. Likewise, paper and digital copies of the transcript will be destroyed/deleted once the study has been completed.

Recorded audiotapes and videotapes will be stored in a secure location for optimum protection of human subjects' recorded feedback. The student researcher and translators will be the only individuals with access to potential participants' audiotapes and videotapes recordings.

Attachments. All attachments are in Spanish and English. Copies of the Informed Consent Documents are attached, along with copies of the recruitment letter to be sent to participants, and the verbal script to be used to describe the informed consent process.

A description of important areas in which interview questions are likely to be asked is also attached. The interview questions can be considered tentative because of the phenomenological approach and qualitative methodology that resulted from the questions that emerged from the literature review. If any adjustments are essential, a formal request for "Modification to an Existing Approval" will be sent to OSU IRB.



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Aplicación para la Aprobación por la Junta de Revisión Institucional (IRB) de OSU para la Protección de Sujetos Humanos

Descripción breve: El estudio examinará los factores que provocan barreras en la retención de estudiantes de Inglés como Segundo Idioma (ESL), Hispanos nacidos en el extranjero, en los programas de educación básica para adultos que abandonaron estos programas en las universidades de la comunidad del Estado de Washington. El enfoque del estudio es capturar las voces de aquellos estudiantes de ESL, Hispanos nacidos en el extranjero; de universidades de la comunidad del Estado y descubrir el fenómeno detrás de los factores que llevan a sus barreras en la retención. Los estudios anteriores sobre educación de adultos han enfocado sistemáticamente sus recursos en la investigación del programa de educación para adultos y en los patrones de retención de estudiantes adultos. Muy pocos estudios han limitado su enfoque en un programa particular de educación de adultos como ESL o en una población étnica particular como la Hispana o en una investigación conducida en otro idioma en el campo de la educación de adultos. Al mismo tiempo, los estudiantes de educación básica para adultos en programas de ESL en el Estado de Washington son clasificados como los más difíciles de servir y con la mayor necesidad de educación de alfabetización para adultos. El momento es oportuno para recaudar información de primera mano sobre estudiantes de ESL, Hispanos nacidos en el extranjero que abandonan el programa y para proporcionar los factores para aumentar la retención de esta población étnica. Me gustaría usar los hallazgos para desarrollar recomendaciones y estrategias para aumentar retención de estudiantes de ESL, Hispanos nacidos en el extranjero y en el campo de la educación básica para adultos.

Métodos y Procedimientos: Este estudio incorporará métodos de investigación cualitativos los que se consideran subjetivos e interpretativos por naturaleza. Los datos se derivarán de la revisión de fuentes de literatura primarias y secundarias. Basados en la revisión exhaustiva de la literatura, se identificarán las deficiencias desarrollando mi comprensión sobre los factores que provocan barreras en la retención de estudiantes desertores de ESL, Hispanos nacidos en el extranjero; de universidades para la comunidad del Estado de Washington. Se conducirán entrevistas para abordar esas deficiencias y para establecer la credibilidad y la confirmación de los hallazgos.

Se desarrolló un juego de preguntas para la entrevista para coleccionar experiencia oral, basado en modelos, conceptos, y temas que se identificaron de la literatura. Las entrevistas se realizaron en el verano del 2003, con ocho informadores quienes tienen amplio conocimiento y experiencia sobre los programas de ESL y servicios de educación básica para adultos en las universidades para la comunidad en el Estado de Washington. Las entrevistas se conducirán con un intérprete y durarán un máximo de dos horas. Las entrevistas se conducirán en persona y se grabarán en una cinta de audio y se usará una cámara con cinta audio visual si el entrevistado está de acuerdo. El participante puede pedir que se detenga la grabadora o cámara en cualquier momento. El intérprete traducirá si un participante no desea hacer la entrevista grabada. El intérprete traducirá para el Sr. Gary Jones, y el Sr. Jones empezará

a tomar apuntes a mano o por computadora. Se usará la cámara con cinta audio visual para captar las expresiones no verbales del entrevistado. Los entrevistados pueden pedir acabar la entrevista en cualquier momento y pueden elegir no contestar una pregunta específica.

El Sr. Jones y el intérprete(s) transcribirán las cintas, analizarán las entrevistas en busca de respuestas clave a las preguntas, y conducirán una revisión con cada uno de los entrevistados para asegurarse de que él o ella está de acuerdo con la transcripción y análisis. Se determinará una segunda entrevista, de ser necesario, por las razones siguientes: 1) El análisis del Sr. Jones y del intérprete de las respuestas del entrevistado es ambiguo y necesita claridad, 2) el entrevistado no está de acuerdo con el análisis y transcripción de su respuesta(s), y/o 3) puede ser necesario que se desarrollen preguntas adicionales para capturar una respuesta más profunda de la experiencia del entrevistado. El intérprete también preguntará al entrevistado que agregue cualquier información adicional que él o ella quiera agregar en base a las preguntas originales. El segundo encuentro con el entrevistado puede conducirse en persona o por teléfono. Siempre se usará el mismo juego básico de preguntas, pero como parte del proceso interpretativo, pueden ser necesarias respuestas adicionales en donde se desee y se pueden agregar preguntas adicionales a las entrevistas subsecuentes de ser necesario para ganar un entendimiento más profundo de la experiencia del entrevistado.

Se pedirá a uno o dos intérprete(s) que sirvan voluntariamente como intérpretes de la investigación en el estudio. Como no se colectará ningún dato de los intérpretes, no se considera necesario pedir aprobación del IRB para trabajar con ellos. Estos intérpretes serán intérpretes con mucha experiencia, respetados en el campo de lingüística y demuestran una compasión por descubrir las barreras en la retención de estudiantes Hispánicos nacidos en el extranjero que abandonaron programas de las universidades de la comunidad del Estado de Washington. El papel del intérprete(s) será usar su experiencia lingüística profesional para ayudar al Sr. Jones a traducir e identificar factores importantes en la experiencia de ESL del participante. El/los intérprete(s) también traducirá(n) para el Sr. Jones en el proceso inicial de la entrevista del / los entrevistado(s).

Beneficios y Riesgos: Puede haber un riesgo limitado para los participantes que sean entrevistados ya que ellos serán identificados en la investigación. Sr. Jones, sin embargo, tomara las medidas necesarias para disminuir este riesgo para los participantes quienes serán identificados por nombre y tendrán aprobación de los participantes para identificarlos en la tesis, como se describió debajo en la sección sobre "Anonimato o Confidencialidad". También puede haber beneficios para el participante como: 1) una comprensión sobre qué barreras le afectaron en su programación; 2) ganar una comprensión profunda de los factores que llevan a las barreras en la retención dentro de su población étnica e informa a los miembros de la familia, miembros de trabajo, y en la comunidad; y 3) usa el conocimiento ganado para ayudar en el desarrollo del éxito socio-económico intergeneracional. Estos beneficios son unos pocos de los resultados para los participantes en este estudio. La participación, sin embargo, será sobre una base voluntaria sin remuneración financiera.

Población Sujeta: La investigación usa métodos cualitativos y es constructivista por naturaleza; por consiguiente, es imposible identificar a los participantes de antemano. El Sr. Jones entrevistará hasta a ocho participantes para obtener información para llenar las deficiencias y confirmar los hallazgos que surjan en la revisión de la literatura. Los participantes serán elegidos del criterio siguiente: 1) el origen étnico debe ser Hispano nacido en el extranjero, 2) que participó y desertó de un programa de ESL de educación básica para adultos en una universidad para la comunidad en el Estado de Washington, 3) un residente del Estado de Washington, 4) dentro del rango de edad de 18 a 27, y 5) quiere participar

voluntariamente en el estudio. Se elegirá a un total de ocho entrevistados de las universidades para la comunidad en el Estado de Washington para capturar su conocimiento y experiencia que podrían proporcionar contestaciones completas a las preguntas que surgieron de la revisión de la literatura. Los participantes que estén de acuerdo en participar recibirán información verbal traducida en Español sobre el requisito de firmar el Documento de Consentimiento Informado, así como, una copia del documento traducido al español, antes de participar en la entrevista.

Proceso de Consentimiento Informado: Después de que los participantes estén verbalmente de acuerdo en participar en el estudio, se fijará una hora y lugar para la entrevista. El Sr. Jones explicará, antes de la entrevista, (por medio del intérprete) el Documento de Consentimiento Informado a los participantes potenciales. Se adjunta una copia en Inglés y una copia traducida al español del Documento de Consentimiento Informado que va a ser usado. Sr. Jones enviará a los participantes, antes de la entrevista, ambas copias del Documento de Consentimiento Informado junto con una carta en inglés, traducida al español. El Sr. Jones y el/los interprete(s) hablarán con los participantes por teléfono o en persona para contestar cualquier pregunta que ellos puedan tener sobre el documento y sobre el estudio. Los participantes potenciales sólo serán entrevistados después de que su Documento de Consentimiento Informado este firmado. La firma puede ocurrir antes de o en la entrevista.

Anonimato o Confidencialidad: Porque la investigación cualitativa es naturalista, se puede dar mayor crédito a los hallazgos si las declaraciones importantes hechas por un entrevistado se pueden atribuir a ese entrevistado. La confiabilidad de los datos cualitativos puede ser aumentada nombrando a los entrevistados y describiendo las calificaciones que ellos traen al asunto bajo estudio de las entrevistas. Por consiguiente, el Sr. Jones no mantendrá confidencialidad de los entrevistados y describirá en el Documento de Consentimiento Informado los procedimientos a ser usados con respecto a la confidencialidad.

Cada entrevistado tendrá la oportunidad en español de revisar y aprobar la transcripción de lo que él / ella dijo en la entrevista grabada, y del análisis de la transcripción interpretado por el Sr. Jones. Si un entrevistado solicita que se mantenga la confidencialidad a lo largo del estudio o respecto a declaraciones específicas, entonces el Sr. Jones cumplirá con esa solicitud. Las cintas de audio y cintas audio visuales se borrarán y se destruirán una vez que el estudio se haya completado. Igualmente, el papel y las copias digitales de la transcripción serán destruidas / borradas una vez que el estudio se haya completado.

Anexos: Todos los anexos están en español e inglés. Se adjuntan copias de los Documentos de Consentimiento Informado, junto con copias de la carta de reclutamiento para ser enviado a los participantes, y la escritura verbal a ser usada para describir el proceso de consentimiento informado.

También se adjunta una descripción de áreas importantes en las que puede haber preguntas sobre la entrevista. Las preguntas de la entrevista pueden ser consideradas tentativas debido al enfoque fenomenológico y la metodología cualitativa que resultaron de las preguntas que surgieron de la revisión de la literatura. Si es esencial cualquier ajuste, se enviará a OSU IRB una solicitud formal para "la Modificación a una Aprobación Existente".



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Recruitment Materials

Recruitment of interviewees to participate in this qualitative study about the retention barriers of foreign-born Hispanics who dropped out of Washington State community college adult basic education English as a Second Language programs will be accomplished by sending the following letter (translated in Spanish), which will accompany a copy of the Informed Consent Document (translated in Spanish).

[Date]

Dear [PARTICIPANT'S NAME]:

We are writing this letter to invite you to participate in a study that will examine the factors that cause retention barriers for foreign-born Hispanic adult basic education English as a Second Language (ESL) learners who dropped out of Washington State's community colleges adult basic education programs. The focus of the study is to capture foreign-born Hispanic ESL dropouts' voices from Washington State community colleges and unveil the phenomena behind the factors leading to their retention barriers. We hope to gain an in-depth understanding of the factors that caused foreign-born Hispanic second language learners to drop out in the light that very few studies have limited their focus on a particular adult education program such as ESL or a particular ethnic population such as Hispanics or a research conducted in another language in the field of adult education. We also hope to develop recommendations and strategies from the findings to increase retention of Hispanics in Washington State community colleges.

You have been invited to participate in this study because of your extensive experience and knowledge of what caused you to drop out of an ESL program in Washington State community colleges. This study will be part of a doctoral dissertation at Oregon State University, Corvallis, Oregon. Dr. Alex Sanchez, Professor of Education, and Mr. Gary Jones, doctoral student, are the investigators. Mr. Jones is also a Human Developmental Educator, Adult Literacy Educator, Correctional Educator, and a K-12 Educator in Washington State.

If you accept this invitation, you will be asked to participate in a single interview of up to two hours duration, conducted by Mr. Jones and an interpreter. The foundation for the doctoral dissertation will be gleaned from the literature review. However, gaps often emerge in the findings from literature. Thus, the purpose of the interviews is to help fill in the gaps and to confirm findings from the literature with additional evidence from key informants such as yourself, and others who have experienced many of the important factors for the improvement in adult literacy education and for increasing retention of the Hispanics in Washington State community colleges. It is expected that the data gained from both the literature and the interviews will lead to an in-depth understanding into the retention barriers of foreign-born Hispanic ESL learners.

A full description of the interview process and your involvement in the process is contained in the attached Informed Consent Document. Please note that Mr. Jones will be asking for your permission to identify you in the dissertation, meaning that confidentiality would not be maintained. In qualitative research, the trustworthiness of the findings is often enhanced when the name and qualifications of the interviewee is known. As described in the attached document, you will be given the opportunity to review and approve the transcripts of your interview, and Mr. Jones' analysis of that interview with assistance from interpreters. As well, all audiotapes, videotapes, and records of the transcript will be destroyed once the study is completed, in accordance to IRB guidelines. Because your participation in the study is voluntary, you may refuse to answer any of the questions posed in the interview and may request confidentiality for any of your responses.

Mr. Jones and an interpreter will be calling you within the next week to determine if you are interested in accepting our invitation to participate in the interview and, if so, to arrange a suitable time and date. Mr. Jones and the interpreter will also explain the attached Informed Consent Form Document and answer any questions you might have about the document or study. The document must be signed before the interview begins. If you have any further questions, please contact Mr. Jones at (253) 875-2027 or by email at platist@aol.com. We sincerely thank you for your consideration of this invitation.

Dr. Alex Sanchez, Professor of Education
Oregon State University

Gary Jones, Doctoral Student
Oregon State University



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Materiales de Reclutamiento.

El reclutamiento de entrevistados para participar en este estudio cualitativo sobre las barreras en la retención de estudiantes de Inglés como Segundo Idioma (ESL), Hispanos nacidos en el extranjero, en los programas de educación básica para adultos que abandonaron estos programas en las universidades de la comunidad del Estado de Washington será logrado enviando la siguiente carta (traducida al español), la que acompañará una copia del Documento de Consentimiento Informado (traducido al español).

[Fecha]

Estimado [PARTICIPANTE]:

Le estamos escribiendo esta carta para invitarlo a participar en un estudio que examinará los factores que causan barreras en la retención de estudiantes de Inglés como Segundo Idioma (ESL), Hispanos nacidos en el extranjero, en los programas de educación básica para adultos, que abandonaron estos programas en las universidades para la comunidad del Estado de Washington. El enfoque del estudio es capturar las voces de aquellos estudiantes que abandonaron el programa de ESL, Hispanos nacidos en el extranjero; de universidades para la comunidad del Estado y descubrir el fenómeno detrás de los factores que llevan a sus barreras en la retención. Esperamos obtener un entendimiento profundo de los factores que provocan que los estudiantes de un segundo idioma, Hispanos nacidos en el extranjero, que abandonan estos programas y a razón de que muy pocos estudios han limitado su enfoque en un programa particular de educación de adultos como ESL o en una población étnica particular como la Hispana o en una investigación conducida en otro idioma en el campo de la educación de adultos. También esperamos desarrollar recomendaciones y estrategias de los hallazgos para aumentar la retención de Hispanos en las universidades de la comunidad del Estado de Washington.

Usted ha sido invitado a participar en este estudio debido a su amplia experiencia y conocimiento de lo que lo causó que usted abandonara un programa(s) de ESL en las universidades de la comunidad del Estado de Washington. Este estudio será parte de una disertación doctoral en la Universidad del Estado de Oregón, Corvallis, Oregón. El Dr. Alex Sánchez, Profesor de Educación, y el Sr. Gary Jones, estudiante de doctorado, son los investigadores. El Sr. Jones también es Educador de Desarrollo Humano, Educador de Alfabetización de Adultos, Educador Correccional, y Educador K-12 en el Estado de Washington.

Si usted acepta esta invitación, se le pedirá que participe en una sola entrevista de un máximo de dos horas de duración, dirigida por el Sr. Jones y un interprete(s). La base de la disertación doctoral se recopilará de la revisión de la literatura. Sin embargo, las deficiencias surgen a menudo de los hallazgos de la literatura. Así, el propósito de las entrevistas es ayudar a llenar las deficiencias y confirmar los hallazgos de la literatura con evidencia adicional de los informadores importantes como usted, y otros que han experimentado muchos de los factores importantes para el mejoramiento de la educación de

alfabetización para adultos y para el aumento en la retención de los hispanos en las universidades de la comunidad del Estado de Washington. Se espera que los datos obtenidos de la literatura y las entrevistas lleven a una comprensión profunda de las barreras de la retención de estudiantes de ESL, Hispanos nacidos en el extranjero.

El Documento de Consentimiento Informado anexo contiene una descripción completa del proceso de la entrevista y de su participación en el proceso. Por favor note que el Sr. Jones estará pidiendo su permiso para identificarlo en la disertación, significado esto que la confidencialidad no será mantenida. En la investigación cualitativa, la confiabilidad de los hallazgos se incrementa a menudo cuando el nombre y calificaciones del entrevistado son conocidos. Como se describió en el documento anexo, usted tendrá la oportunidad de revisar y aprobar las transcripciones de su entrevista, y del análisis del Sr. Jones de esa entrevista con la ayuda del interprete(s). También, se destruirán todos los archivos de la transcripción, cintas de audio y cintas audio visuales una vez el estudio se complete, de acuerdo a los reglamentos del IRB. Porque su participación en el estudio es voluntaria, usted puede negarse a contestar cualquiera de las preguntas propuestas en la entrevista y puede solicitar confidencialidad para cualquiera de sus respuestas.

El Sr. Jones y el interprete(s) estarán llamándolo dentro de la próxima semana para determinar si usted está interesado en aceptar nuestra invitación para participar en la entrevista y, en ese caso, para programar una hora y fecha convenientes. El Sr. Jones y el / los interprete(s) también explicarán el Documento de Forma de Consentimiento Informado anexo y contestarán cualquier pregunta que usted podría tener acerca del documento o estudio. El documento debe firmarse antes de que se realice la entrevista. Si usted tiene cualquier pregunta adicional, por favor avise al Sr. Jones al (253) 875-2027 o por email a platist@aol.com. Nosotros agradecemos sinceramente su consideración de esta invitación.

Dr. Alex Sánchez, Profesor de Educación
Universidad del Estado de Oregon

Gary Jones, Estudiante de Doctorado
Universidad del Estado de Oregon



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Information for Potential Participants

Project Title: Retention of Adult Second Language Learners: Hispanic Learners in Washington State Community Colleges

Purpose of the Research Project. This study will examine the factors that cause retention barriers for foreign-born Hispanics' English as a Second Language learners that dropped out of Washington State community college adult basic education programs. The focus of the study is to capture foreign-born Hispanic ESL dropouts' voices from Washington State community colleges and identify the factors leading to their retention barriers. Very few studies have limited their focus on a particular adult education program such as ESL, a particular ethnic population such as Hispanics, or a research conducted in another language in the field of adult education. It will be helpful to gather first-hand information from foreign-born Hispanic ESL dropouts. Hopefully, we can find ways to increase retention of this ethnic population. We would like to use the findings to develop recommendations and strategies to increase retention of foreign-born Hispanic ESL learners and in the field of adult basic education.



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Información del Participante Potencial

**Título del Proyecto: Retención de Adultos Aprendices de Segundo Idioma:
Aprendices Hispanos en la Comunidad de Colegios en el Estado de Washington**

Propósito del Proyecto de Investigación: El estudio examinará los factores que provocan barreras en la retención de estudiantes de Inglés como Segundo Idioma (ESL), Hispanos nacidos en el extranjero, en los programas de educación básica para adultos que abandonaron estos programas en las universidades de la comunidad del Estado de Washington. El enfoque del estudio es capturar las voces de aquellos estudiantes de ESL, Hispanos nacidos en el extranjero; de universidades de la comunidad del Estado de Washington y descubrir el fenómeno detrás de los factores que llevan a sus barreras en la retención. Muy pocos estudios han limitado su enfoque en un programa particular de educación de adultos como ESL o en una población étnica particular como la Hispana o en una investigación conducida en otro idioma en el campo de la educación de adultos. El momento es oportuno para recaudar información de primera mano sobre estudiantes de ESL, Hispanos nacidos en el extranjero que abandonaron programas y para proporcionar los factores para aumentar la retención de esta población étnica. Me gustaría usar los hallazgos para desarrollar recomendaciones y estrategias para aumentar retención de estudiantes de ESL, Hispanos nacidos en el extranjero y en el campo de la educación básica para adultos.



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Survey Question

- Have you ever attended an English as a Second Language program at a Community College in Washington State?
- ¿Alguna vez ha asistido a un programa de Inglés como Segundo Idioma en algún Colegio en la Comunidad del Estado de Washington?

___ Sí

___ No

Name/Nombre : _____

Age/Edad: _____

Telephone/Teléfono: _____

Date/Día: _____

- May I have permission to contact you?
- ¿Me das permiso para contactarte?

___ Si

___ No



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Survey Question

- Have you ever attended an English as a Second Language program at this or another community college in Washington State?

- ¿Alguna vez ha asistido a un programa de Inglés como Segundo Idioma en algún otro Colegio en la Comunidad del Estado de Washington?

___ Sí

___ No

Name/Nombre : _____

Age/Edad: _____

Telephone/Teléfono: _____

Date/Día: _____

- May I have permission to contact you?

- ¿Me das permiso para contactarte?

___ Si

___ No

FROM: Gary E. Jones
Doctoral Candidate
Oregon State University

TO: Participants for Recruitment

RE: Thank you

Hello Students

I want to say thank you for participating in the recruitment phase of the study. I truly appreciate your interest, your quality time, and your devotion to the cause of the research.

Your persistence to learning and participation in the study has reinforced my motivation to discover the barriers that cause non-continuation for Hispanic ESL learners in Washington State community colleges.

I am honored to have had the opportunity to gain your support.

Your participation in this phase of the research project is very empowering and enlightening.

Again, thank you for your time and support.

**Gary E. Jones,
Researcher**

DE: Gary E. Jones
Candidato a Doctorado
Oregon State University

PARA: Participantes para Reclutamiento

ASUNTO: Agradecimiento

Hola Estudiantes

Quiero decir gracias por participar en la fase de reclutamiento del estudio. En verdad aprecio su interés, la calidad de su tiempo, su devoción al motivo de la investigación, y por invitarme a su salón de clases.

Su persistencia en el aprendizaje y su participación en el estudio ha reforzado mi motivación para descubrir las barreras que provocan que los estudiantes Hispanos de ESL en las universidades para la comunidad del Estado de Washington no continúen sus estudios.

Es un honor para mi haber tenido la oportunidad de conocerlo a usted y de comunicarme con usted. El tiempo compartido con la clase estará en mi mente para siempre.

Su participación en esta fase del proyecto de investigación fue muy vigorizante e instructiva.

Una vez mas, gracias por su tiempo y apoyo.

Gary E. Jones,
Investigador



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**Retention of Adult Second Language Learners: Hispanic Learners in Washington State
Community Colleges**

Potential Participants Information About Informed Consent Script

Potential participants who indicate an interest in participating in this research study will receive the following verbal information by telephone (translated in Spanish):

“Thank you for your interest in participating in this research study. Before you can participate in the interview, you will need to read and sign an Informed Consent Document. The document is required by Oregon State University as part of its regulations for protection of human subjects. The purpose of the document is to make sure that potential participants understand what they are being asked to do and give their consent in writing. Please remember that choosing to participate in the study is completely voluntary on your part.

I have sent you a copy of the Informed Consent Document. After you have read it and if you agree with what it says, please sign it. You are welcome to ask me and/or Dr. Alex Sanchez any questions you may have about the Informed Consent Document and/or the study. You may also contact the Institutional Review Board Coordinator at Oregon State University with any questions you may have about your rights as a research subject.

If you decide not to sign the form you will not be able to participate in the study. Thank you.”



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Retención de Adultos Aprendizes de Segundo Idioma: Aprendizes Hispanos en la Comunidad de Colegios en el Estado de Washington

Lista de Áreas potenciales sobre las que podrían Hacerse Preguntas en la Entrevista

Este estudio incorporará un enfoque fenomenológico y métodos de investigación cualitativos, los que se consideran de naturaleza naturalista e interpretativa. La revisión de la literatura proporciona datos relevantes de fuente primarias y secundarias. De la aplicación de métodos cualitativos, se identificarán deficiencias en los datos de la literatura. Se conducirán entrevistas para abordar esas deficiencias y confirmar mis hallazgos. Un juego de preguntas de la entrevista (traducido al español) se anexa para capturar las voces de los participantes y las experiencias basadas en los conceptos, los temas, y los modelos identificados en la literatura.

Las preguntas de la entrevista son muy tentativas a estas alturas del tiempo debido al enfoque y la metodología de la investigación. Se puede agregar al juego inicial de preguntas de la entrevista a medida que la entrevista progresa para desarrollar un entendimiento profundo del fenómeno siendo estudiado. No es posible determinar en este momento si habrá preguntas adicionales y cuales podrían ser esas preguntas adicionales. Si las preguntas adicionales son esenciales, una solicitud formal de "Modificación a una Aprobación Existente" se enviará a OSU IRB antes de que se hagan las nuevas preguntas.

Las áreas de cuestionamiento que el Sr. Gary Jones desarrolló para ser investigadas para develar el fenómeno que provoco que los estudiantes de ESL, Hispanos nacidos en el extranjero que abandonaron programas de las universidades de la comunidad del Estado de Washington son las siguientes: 1) su estado actual, 2) antecedentes, 3) salud, 4) social / emocional 5) académica y de servicios, 6) modalidades de aprendizaje, y 7) objetivos.

INFORMED CONSENT DOCUMENT

Project Title: Retention of Adult Second Language Learners: Hispanic Learners in Washington State Community Colleges

Principal Investigator: Dr. Alex Sanchez Department: Education

Research investigator: Mr. Gary E. Jones, Doctoral Student. Mr. Jones is also an instructor of Adult Basic Education and Human Developmental Education for Pierce College, Steilacoom, Washington.



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Purpose of the Research Project. This study will examine the factors that cause retention barriers for foreign-born Hispanics' English as a Second Language learners that dropped out of Washington State community college adult basic education programs. The focus of the study is to capture foreign-born Hispanic ESL dropouts' voices from Washington State community colleges and identify the factors leading to their retention barriers. Very few studies have limited their focus on a particular adult education program such as ESL, a particular ethnic population such as Hispanics, or a research conducted in another language in the field of adult education. It will be helpful to gather first-hand information from foreign-born Hispanic ESL dropouts. Hopefully, we can find ways to increase retention of this ethnic population. We would like to use the findings to develop recommendations and strategies to increase retention of foreign-born Hispanic ESL learners and in the field of adult basic education.

Procedures: I understand that as a participant in this study the following things will happen:

Participant Selection: I understand that I have been identified by the researcher as one of eight participants in the study because of my experience in Washington State community college adult basic education ESL program, and my personal knowledge of the barriers that caused my non-continuation in a Washington State community college ESL program. I also understand that eight interviewees will be chosen with the assistance from interpreters, who are respected, long standing professionals in the field of linguistics and compassionate to my ethnicity.

Telephone
541-737-4661

FAX
541-737-2040

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Interview Process: Mr. Gary Jones and an interpreter will conduct the interviews. I understand that interviews will be conducted with eight individuals who have a thorough knowledge of their experiences in an ESL program and dropped out. The questions are developed by Mr. Jones to fill in the gaps that emerged from his extensive literature review. The interviews will take approximately two hours and will be scheduled to occur in person at my convenience. The interviews will be recorded on audio and videotape, and I will be able to ask to have the audio and video tape recorders stopped at anytime. Alternatively, I may ask to have Mr. Jones take notes from the interview rather than have it recorded. I may also request at any time to end the interview and may choose not to answer any questions that I do not wish to answer. After the interviews, Mr. Jones and the interpreter will transcribe the tapes and analyze responses to the questions. Mr. Jones and the interpreter will then review with me in person or by phone the transcription and their analysis, and I will have the opportunity to approve or ask for changes to more accurately reflect what I said. I will also have the opportunity at the same time to add any additional comments that I might have not given much thought during the original questioning.

Foreseeable risks or benefits: There may be some limited risk to my participation because I will be identified in the research. However, Mr. Jones will take the necessary measures to lessen this risk and gain my approval as described in the section on confidentiality below. I understand that my participation will be on a voluntary basis with no financial remuneration.

Confidentiality: I understand that because qualitative research is naturalistic, greater credence can be added to the findings by naming the interviewees, and the experiences and qualifications they bring to the subject under study. Therefore, I agree to allow Mr. Jones to identify me in his research and to attribute comments to me. However, I will be given the opportunity to review and approve the transcript of what I said and Mr. Jones' and interpreter's analysis of what I said. I also understand that I will be given the opportunity to ask that confidentiality with respect to my identity be maintained throughout the study or in relation to specific statements that I might make. Finally, I understand that the audiotape and videotape of my interview will be erased and destroyed once the study has been completed. Likewise, paper and digital copies of the transcript will be destroyed or deleted once the study has been completed.

Please indicate if you would like to have your identity revealed in the published works resulting from this project.

_____ I give my permission for my name to be used in the published works
initial resulting from this study.

_____ I DO NOT give my permission for my name to be used in the
initial published works resulting from this study.

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Voluntary Participation Statement: I understand that my participation in this study is completely voluntary. I may either refuse to participate or withdraw from the study at any time without penalty. I understand that if I withdraw from the study before it is completed all information that I have individually provided will be destroyed.

If I Have Questions: I understand that any questions I have about the research study or specific procedures should be directed to Mr. Jones at (253) 875-2027 and (253) 279-5880. Due to Mr. Jones' lack of speaking Spanish, phone recordings will be used with my permission to be translated by an interpreter. Questions may be directed to Dr. Alex Sanchez (541) 737-8202. If I have questions about my rights as a research subject, I should call the Oregon State University Institution Review Board Human Protection Administrator at the OSU Research Office, (541) 737-3437 or (IRB@oregonstate.edu)

My signature below indicates that I have read and that I understand the procedures described above and gives my informed and voluntary consent to participate in this study. I understand that I will receive a signed copy of this consent form.

Participant's printed name

(Signature of Participant)

(Date)

RESEARCHER STATEMENT

I have discussed the above points with the participant or, where appropriate, with the participant's legally authorized representative, using a translator when necessary. It is my opinion that the participant understands the risks, benefits, and procedures involved with participation in this research study.

(Signature of Researcher)

(Date)

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Documento de Consentimiento Informado

Project Title: Retention of Adult Second Language Learners: Hispanic Learners in Washington State Community Colleges

Principal Investigator: Dr. Alex Sanchez **Department:** Education
Research investigator: Mr. Gary E. Jones, Doctoral Student. Mr. Jones is also an instructor of Adult Basic Education and Human Developmental Education for Pierce College, Steilacoom, Washington.



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Propósito del Proyecto de Investigación: El estudio examinará los factores que provocan barreras en la retención de estudiantes de Inglés como Segundo Idioma (ESL), Hispanos nacidos en el extranjero, en los programas de educación básica para adultos que abandonaron estos programas en las universidades de la comunidad del Estado de Washington. El enfoque del estudio es capturar las voces de aquellos estudiantes de ESL, Hispanos nacidos en el extranjero; de universidades de la comunidad del Estado de Washington y descubrir el fenómeno detrás de los factores que llevan a sus barreras en la retención. Muy pocos estudios han limitado su enfoque en un programa particular de educación de adultos como ESL o en una población étnica particular como la Hispana o en una investigación conducida en otro idioma en el campo de la educación de adultos. El momento es oportuno para recaudar información de primera mano sobre estudiantes de ESL, Hispanos nacidos en el extranjero que abandonaron programas y para proporcionar los factores para aumentar la retención de esta población étnica. Me gustaría usar los hallazgos para desarrollar recomendaciones y estrategias para aumentar retención de estudiantes de ESL, Hispanos nacidos en el extranjero y en el campo de la educación básica para adultos.

Procedimientos: Yo entiendo que como un participante en este estudio las cosas siguientes sucederán:

Selección del participante: Yo entiendo que yo he sido identificado por el investigador como uno de ocho participantes en el estudio debido a mi experiencia en el programa(s) de ESL de educación básica para adultos de las universidades de la comunidad del Estado de Washington y mi conocimiento personal de las barreras que causaron que no continúe en el programa(s) de ESL de la universidad de la comunidad del Estado de Washington. Yo también entiendo que se escogerán ocho entrevistados con la ayuda de interprete(s),

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541-737-2040

quienes son respetados, profesionales con experiencia en el campo de lingüística, y con compasivo a mi etnicidad.

Proceso de la entrevista: El Sr. Gary Jones y el / los interprete(s) conducirán las entrevistas. Yo entiendo que las entrevistas serán conducidas con ocho individuos que tienen un conocimiento profundo de su experiencia(s) en programa(s) de ESL, y que desertaron. Las preguntas son desarrolladas por el Sr. Jones para llenar las deficiencias que surgieron de su extensa revisión de la literatura. Las entrevistas tomarán aproximadamente dos horas y se programaran para que ocurran en persona a mi conveniencia. Las entrevistas serán grabadas en cinta de audio y yo podré pedir que la grabadora sea detenida en cualquier momento. Alternativamente, yo puedo pedir que el Sr. Jones tome notas de la entrevista en lugar de que la graben. Yo también puedo solicitar terminar con la entrevista en cualquier momento y puedo elegir no contestar alguna pregunta que yo no desee contestar. Después de las entrevistas, el Sr. Jones transcribirá la(s) cinta(s) y analizará las respuestas a las preguntas. El Sr. Jones y el / los interprete(s) revisarán después la transcripción y su análisis conmigo en persona o por teléfono, y yo tendré la oportunidad de aprobarlos o de pedir cambios que reflejen con más precisión lo que yo dije. Al mismo tiempo, yo también tendré la oportunidad de agregar cualesquiera comentarios adicionales sobre lo que yo no pensé mucho durante el interrogatorio original.

Riesgos o beneficios previsibles: Puede haber riesgo limitado en mi participación porque yo seré identificado en la investigación. Sin embargo, el Sr. Jones tomará las medidas necesarias para disminuir este riesgo y para obtener mi aprobación como se describió en la sección de confidencialidad abajo. Yo entiendo que mi participación será sobre una base voluntaria sin remuneración financiera.

Confidencialidad: Yo entiendo que porque la investigación cualitativa es naturalista, se puede dar mayor crédito a los hallazgos nombrando a los entrevistados y las experiencias y calificaciones que ellos traen al asunto bajo estudio en las entrevistas. Por consiguiente yo estoy de acuerdo en permitirle al Sr. Jones identificarme en su investigación y atribuir comentarios a mí. Sin embargo, se me dará la oportunidad de revisar y aprobar la transcripción de lo que yo dije y del análisis del Sr. Jones y del intérprete de lo que yo dije. Yo también entiendo que se me dará la oportunidad de pedir que se mantenga confidencialidad con respecto a mi identidad a lo largo del estudio o respecto a declaraciones específicas que yo podría hacer. Finalmente, yo entiendo que se borrarán las audio cintas de mi entrevista y se destruirán una vez que el estudio se haya completado. Igualmente, se destruirán o borrarán el papel y las copias digitales de la transcripción una vez que el estudio se haya completado.

Por favor indique si usted da la autorización para que su identidad sea revelada en el trabajo publicado de este estudio.

_____ Doy permiso para que mi nombre sea usado en el trabajo publicado de este
iniciales estudio.

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_____ No doy permiso para que mi nombre sea usado en el trabajo publicado de este estudio.
iniciales

Declaración de Participación Voluntaria: Yo entiendo que mi participación en este estudio es completamente voluntaria. Yo puedo rechazar participar o retirarme del estudio en cualquier momento sin penalidad alguna. Yo entiendo que si yo me retiro del estudio antes de que se complete que toda la información que yo he proporcionado individualmente será destruida.

Sí Tengo Preguntas: Yo entiendo que cualquier pregunta que yo tenga sobre el estudio de la investigación o sobre procedimientos específicos debe dirigirse al Sr. Jones al (253) 875-2027 y (253) 279-5880. Debido a que el Sr. Jones no habla Español, se usarán grabaciones telefónicas con mi permiso para que él interprete las traduzca. Las preguntas pueden ser dirigidas al Dr. Alex Sánchez (541) 737-8202. Si yo tengo preguntas sobre mis derechos como sujeto de la investigación, yo debo llamar al coordinador del Consejo de Revisión de la Institución de la Universidad del Estado de Oregón en la Oficina de Investigación OSU, (541) 737-3437 o IRB@oregonstate.edu.

Mi firma abajo indica que he leído y entendido los procedimientos descritos arriba y que doy mi aviso y consentimiento voluntario para participar en este estudio. Yo entiendo que recibiré una copia firmada de este documento de consentimiento.

Nombre del participante

(Firma del participante)

(Día)

DECLARACION DEL INVESTIGADOR

Yo he discutido los procedimientos descritos arriba con el participante, o donde apropiado, con el representante legal autorizado del participante, usando un interprete cuando necesario. Es mi opinión, que el participante entiende los riesgos, beneficios, y procedimientos envueltos en la participación de este estudio investigativo.

(Firma del Investigador)

(Día)

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Interview Questions

Academics and Services:

- What was the last grade you completed? And why?
- Why did you attend an ESL program?
- Why did you attend a community college?
- What support services were provided by the community college you attended?
- What services made a difference in your programming and what were they?
- What services do you think are needed?

Learning Modalities:

- Do you have trouble learning English? If yes, why?
- Are there any other subjects you have trouble learning? And why?
- Have you had trouble in school before? And why?
- What would you like to focus on if you return to back to an ESL program? And why?
- Why did you drop out of an ESL program(s)?

Social Emotional:

- How do you feel about education? And Why?
- Do you prefer to learn in a group or by yourself? And why?
- Describe a situation in which you feel anxious or nervous?
- Is there anything that interferes with what you would like to learn? What?

Current Status:

- What is your living situation?
- How are you maintaining stability?

Background:

- How many children do you have? And what are your goals for them?
- Do you have access to childcare and transportation? If not, why?
- Have you been able to keep appointments and meetings on time? If yes, how?

Health:

What is your general health?

Is there anything that interferes with what you enjoy doing physically or mentally? If yes, what?

Do you have access to health care and social services? If not, why?

Goals:

Have you identified one or more goals? What are your Goal(s)?

Do you think your goals are achievable? And why?



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Preguntas de la entrevista

Académica y de Servicios:

- ¿Cuál fue el último grado que usted completó? ¿Y por qué?
- ¿Por qué asistió usted a un programa de ESL?
- ¿Por qué asistió usted a una universidad de la comunidad?
- ¿Qué servicios de apoyo le fueron proporcionados por la universidad de la comunidad a la que usted asistió?
- ¿Qué servicios hicieron una diferencia en su experiencia académica y cuáles fueron esos?
- ¿Qué servicios piensa usted que se necesitan?

Modalidades de aprendizaje:

- ¿Tiene usted problemas para aprender inglés? ¿Si es así, por qué?
- ¿Hay alguna otra materia que usted tenga problemas para aprender? ¿Y por qué?
- ¿Ha tenido usted problemas en la escuela antes? ¿Y por qué?
- ¿En qué le gustaría concentrarse en el programa de ESL? ¿Y por qué?
- ¿Por qué abandono el / los programa(s) de ESL?

Social Emocional:

- ¿Cómo se siente usted respecto a la educación? ¿Y por qué?
- ¿Prefiere usted aprender en grupo o usted solo? ¿Y por qué?
- ¿Describa una situación en que usted se sienta ansioso o nervioso?
- ¿Hay algo que interfiera con lo que a usted le gustaría aprender? ¿Qué?

Estado actual:

- ¿Cuál es su situación de vida?
- ¿Cómo está manteniendo usted su estabilidad/o empleo?

Antecedentes:

¿Cuántos niños tiene usted? ¿Y cuáles son sus metas para ellos?

¿Tiene usted el acceso a cuidado de niños y transporte? ¿Si no, por qué?

¿Ha podido usted mantener sus citas y reuniones a tiempo? ¿Si es sí, cómo?

Salud:

¿Cuál es su salud general?

¿Hay algo que interfiera con lo que usted disfruta haciendo físicamente o mentalmente? ¿Si es sí, qué?

¿Tiene usted el acceso al cuidado de salud y servicios sociales? ¿Si no, por qué?

Objetivos:

¿Ha identificado usted un objetivo (s)? ¿Cuál es su objetivo(s)?

¿Piensa usted que su objetivo(s) es loggable? ¿Y por qué?

Biography I

Interpreter I

Miguel DeJesus Padilla is a native-born Hispanic from Puerto Rico. Mr. Padilla is a bilingual Hispanic that reads, writes, and speaks Spanish and English fluently. Mr. Padilla is a retired Master Sergeant and served 21 years of honorable service in the United States Army.

As a Senior Non-Commissioned Officer, Mr. Padilla supervised his Brigade's Headquarters Command Department of Communication and Signal Systems Operations. Mr. Padilla is an interpreter and possesses the United States Army Skills Qualification Identifier-Latin-American (SQI-LA). The identifier indicates that U.S. Department of the Army qualified Mr. Padilla as an interpreter for the U.S. Government in the languages of Spanish and Castellan.

Mr. Padilla is married with one child, and he is an active community member. Mr. Padilla is a member of various Hispanic organizations such as:

- **A member of By His Christian Center,**
- **A member of The American Legion,**
- **A member of the In Touch Community Organization.**

Mr. Padilla has personally developed a website in Spanish and English languages to communicate and inform members of the organizations of critical information, events, meetings, and to advocate for educational and socioeconomic improvement within the Hispanic communities.

Mr. Padilla ethnic background, cultural competence of the Hispanic culture(s), professional experience, and his compassion to improve the socioeconomic conditions of the Hispanic ethnic population has empowered my decision to select Mr. Miguel Padilla as an interpreter for this study.

Biography II

Interpreter II

Mr. Alfonso Montoya was born in Mexico City in 1962. Mr. Montoya is number eight in a family of nine siblings. Mr. Montoya is married to Sofia Montoya and have two children, Omar and Ivan, ages nine and six respectively. Mr. Montoya and family live in Tacoma, Washington.

Mr. Montoya studied English for five years at the Mexican American Institute of Cultural Relations where he received an English Teaching Certificate. Mr. Montoya also attended the National Autonomous University of Mexico where he received a Bachelor's of Arts degree in Teaching English as a Second Language.

Mr. Montoya worked as an English teacher for over fifteen years at various schools such as: 1) middle schools, 2) high schools, 3) Berlitz de Mexico, and 4) the National Polytechnic Institute where he was the Coordinator to the English Department for four years. Mr. Montoya also worked for two years at Fleetguard, Mexico as a translator and English teacher. Mr. Montoya is a certified translator for the Department of Social and Health Services. Mr. Montoya has been a medical and social services interpreter since 1997.

Mr. Alfonso Montoya came to Washington in 1996 and joined Centro Latino as a Manager for the Family Learning Center. He became the Executive Director of Centro Latino in 1998. Mr. Montoya's current affiliations include the following:

- Tacoma Area Literacy Council – Volunteer English as a Second Language tutor trainer since 1997.
- A member of the Tacoma Public Utilities Toastmasters Club – from June 2000 to present.
- A member of Class VIII of the American Leadership Forum – from June 2001 to present.
- The Council of the Executive Directors of the United Way of Pierce County – Chair of the Board from October 1998 to Dec 2002, and a Cabinet member involved with the 1999 - 2001 UWPC capital campaigns.
- City of Tacoma's Historically Underutilized Business Advisory Board Member – from March 2001 to present.
- A member of Tacoma Community College's Multicultural Advisory Board – from 2001 to present.
- A member of Bates Technical College's Diversity Advisory Board – from 2001 to present.
- A member of the Tacoma School District Superintendent's Commission on Diversity – Nov. 2001 to Nov. 2002 and a Certified English Teacher since 1988.

Mr. Alfonso Montoya ethnic background, cultural competence of the Hispanic culture(s), professional experience, and his compassion to improve the socioeconomic conditions of the Hispanic ethnic population has empowered my decision to select Mr. Alfonso Montoya as an interpreter for this study.