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# Displaced Workers With Low Academic Skills Retraining at a Community College

May Hang Khang  
*Walden University*

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2014

Displaced Workers With Low Academic Skills Retraining

at a Community College

by

May H. Khang

MA, Lenoir-Rhyne College, 2005

BS, Lenoir-Rhyne College, 1996

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2015

## Abstract

Community colleges in Western North Carolina have enrolled many displaced workers who lack basic academic skills and are unable to find jobs. This study focused on the problem of displaced workers with low academic skills who rarely advance beyond Adult Basic Education (ABE) classes for retraining in high-tech job skills. The purpose of this single case study was to determine the barriers that prevent functionally illiterate displaced workers or nontraditional students enrolled in ABE programs from completing ABE classes and advancing to retraining programs. The adult learning styles and learning impediments framework were used to study what prevented student advancement beyond the ABE programs. Eight students were purposefully identified and agreed to participate in the study. The student participants completed open-ended questionnaires, participated in semi-structured individual interviews, and were observed in a classroom environment. The collected data were analyzed using descriptive coding and thematic analysis. The study produced 2 key themes that may help students succeed: (a) ABE instructors should adapt teaching methods to adult learning styles, and (b) the primary focus of ABE programs should be on the improvement of basic English language skills. The results of this study can be used by ABE directors, ABE instructors, and community college administrators as they seek to improve adult learning in ABE programs, increase students' technical skills, and get displaced workers back to work.

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## Dedication

I would like to dedicate this doctoral study first to my Lord and Savior Jesus Christ. Without His guidance and direction, I would not find my way. I dedicate this work to my family. My parents Sao and Lee V. Hang instilled in me the importance and value of education. Both my father, Sao Hang (Colonel Hang, Sao – Lao Royal Army) and father-in-law, Wang Xeng Khang, dreamed of their children succeeding in higher education. I regret they are not here with me on my doctorate journey.

I honor my son, Mong-Zong Khang, whose life was cut short, by completing my educational journey which began before he passed away. I thank my son, Fuji and his wife Leechee Khang and my daughter Zen-Ying Khang for their continual encouragement and belief in me. I will always appreciate the work of my mother-in-law, Yer Y. Khang, for her support and tireless care of my children and home as I pursued my educational goal. I thank the following family members for their encouragement and support: La, husband Cher Kou Yang and children; Malee, husband Robert Carswell and children; Neng Chue, wife Pang Khang and children; Pang, husband Jay Yang and children; Xong Khang and children; Bao, husband Chang Na Lee and children; Shoua Khang; Tou Yi, wife Blia Hang and children; and Tou Xeu, wife Hang Hang and children. Last, I want to dedicate this work to my best friend and loving husband, Ntxoov By Khang. He gave me the freedom to pursue my doctoral dream. I would not have completed this journey without his love, patience, encouragement, faith, continual reassurance, and his constant gentle nudges when I was depressed and giving up. I thank all of you for your unending belief in me.

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## Chapter 1: Introduction to the Study

The decline of manufacturing and the resulting plant closures since the beginning of the recession in the United States in 2007 has resulted in an estimated 15.3 million jobs lost, or 10.7 % of the American workforce (U.S. Bureau of Labor Statistics, 2009). However, the loss of employment was not evenly distributed through the nation. North Carolina, for instance, was the United States' center for textile and furniture production. From 2001 through 2006, 368 furniture plants and other related manufacturing companies were closed completely, with these closures 39,884 employees lost their jobs. These figures came from the year before the recession in 2007 (Center for Globalization, 2007). By the end of November 2009, North Carolina had an estimated 483,425 unemployed individuals, or 10.7% of its workforce. In the western part of North Carolina, where much of this work was located, an estimated 10,543 or 14% of the workforce was unemployed (U.S. Bureau of Labor Statistics, 2009; Wyatt & Byun, 2008). There were very few companies producing products in North Carolina. Both the textile and furniture industries were all but eliminated by globalization. Company executives were trying to cut costs by sending their productions offshore to Asia and other third world countries because of cheap labor (North Carolina in the Global Economy, 2007).

Loss of manufacturing has had a tremendously negative impact not only in North Carolina but also across the nation (Farber, 2011; Howley, Chavis, & Kester, 2013). These layoffs have also caused people to lose their homes — a process that has been aggravated by the subprime mortgage crisis (Bianco, 2008; Moseley, 2009). Unemployed North Carolinians faced the prospect of retraining because of the loss of

their industries and increased demand for workers with technological skills (Feenstra, 2007; U.S. Bureau of Labor Statistics, 2008).

The United States economy continues to face challenges. For example, blog entries by Nobel Prize-winning economist Paul Krugman for the *New York Times* discussed the ongoing precarious state of the American economy (Krugman, 2009). More closures of local companies as well as further reductions in public sector employment are likely forthcoming. Further, the shift from traditional separated national economies to a single, worldwide economy means that American workers now must compete with other nations for their market share in numerous international sectors. The United States, according to various specialists must now have 55% of its workforce with at least an associate degree to remain competitive in this new world economy (Bragg et al., 2007; Capps & Fortuny, 2008; Dembicki, 2008; Gunder, Ivery 2013; Lombardi & Testa, 2011; Lumina Foundation, 2012). However, only one-third of American workers have attained that level of education (Dembicki, 2008).

The Bridges to Opportunity Initiative, funded by the Ford Foundation, painted an even more unsettling picture of the American workforce:

[a] large segment of the current workforce is unprepared to succeed in today's economy, where most jobs that pay family supporting wages require at least some education and training beyond high school and often a college degree. Nearly half of U.S. workers ages 25 and older have, at most, a high school education. And many who do finish high school are not prepared to go on to college. It is also the case that much of the

growth in the labor force in recent years has come from immigrants.

According to the U.S. Census Bureau, over 12 million of these workers lack basic fluency in English, which limits their ability to secure good jobs. (“Bridges to Opportunity,” 2008, p. 4)

Institutions providing basic skills education programs must modify or replace their current teaching techniques and develop a learner-centered focus to address the challenges that displaced workers face (Van Noy, Heidkamp, & Manz, 2013; Zozakiewicz & Rodriguez, 2007). Motivating nontraditional students may require engaging students’ experiences and exploring cultural diversity as a foundation for skill enhancement and academic success (Bragg & Barnett, 2008; Bridges, 2008; Brisbon, 2008; Conway, 2004; Dembicki, 2008; Duke & Strawn, 2008; Prince, 2007; Richardson & Storberg-Walker, 2006; Van Noy et al., 2013). For the purpose of this study, the definition of nontraditional student includes the following: (a) older--around 35 and above, (b) probably not born in the United States, (c) English is not their first language, (d) English is not spoken in the home, (e) English may not be spoken at work if the immediate supervisor speaks the native language, and finally (f) most were married before they began working. Students should have two or more of these characteristics to be classified as nontraditional students. The “Bridges to Opportunity” (2008) study also indicates that, for a variety of policy and administrative reasons, community colleges could not give adequate attention to their fundamental role as a vehicle by which “they can enable individuals who are unprepared for college level work to undergo remediation



and to progress to college-level programs that lead to career-path employment or on to a baccalaureate education” (p. 9).

Another concern of the “Bridges to Opportunity” (2008) study was that frequently, developmental/remedial programs such as Adult Basic Education (ABE) and English as a Second Language (ESL) disconnect students from college-level curriculum programs. That is, these instructional programs are taught without reference to future academic training and not in accord with the needs or learning styles of adults (Bridges, 2008; Howley et al., 2013; Richardson & Storbet-Walker, 2006; Van Noy et al.; 2013). Surprisingly, researchers in the project found that “only 13% of ESL students and fewer than a third of those enrolled in ABE classes in the Washington State system of technical and community colleges went on to pursue college-level coursework” (Bridges, 2008, p. 11).

As can be inferred from the “Bridges” study and the research cited above, current methods of remedial instruction for those seeking to enhance their academic skills, and thereby their employability, have limited success. Nonetheless, enhancing workforce skills would not only assist individuals, but also could contribute to national economic growth (Brisbon, 2008; Conway, 2004; Dembicki, 2008; Feenstra, 2007; Richardson & Storbet-Walker, 2006; Rotherham & Willingham, 2009; Strawn, 2007; Van Noy et al., 2013; White, 2004).

North Carolina’s economy first added manufacturing work to a significant degree due largely to the relocation of textile industries from New England in the early 1860s (Donahu, 2008). Soon after, furniture and tobacco products joined textiles as thriving

enterprises. Though North Carolina had the largest growth in manufacturing jobs of any state, wages derived from these jobs were among the lowest. A major reason for this situation was the lack of need for education or experience (Dumas, Hossfeld, Keuster, & Legerton, 2004; White, 2004). From the turn of the 20<sup>th</sup> Century to the mid-1990s, as long as the cost of living remained relatively low and wages increased with experience, the citizens of North Carolina had a middle-class lifestyle (U.S. Bureau of Labor Statistics, 2008).

The ongoing economic crisis in the United States, combined with the loss of a variety of major manufacturing companies in the U.S. over the past 15 years, impacted local economics and forced small businesses to downsize or declare bankruptcy (Krugman, 2009; Moseley, 2009; U.S. Bureau of Labor Statistics, 2009; Van Noy et al., 2013). This condition focused public attention on the inadequacies of Western North Carolina's regional economy after the continued demise of its industries by globalization, i.e., the process of minimizing labor costs. In its wake, former employees were generally left without opportunities or abilities to regain their previous level of earning power (Langfitt, 2009a, 2009b). In order to keep the United States competitive, federal officials understood that current and displaced workers have to be retrained. Therefore, a plan to work with the increasing numbers of displaced workers has been developed (Coble, 2004; Corey, 2009; Crosley & Robert, 2007; Duke & Ganzglass, 2007; Duke & Strawn, 2008; Poole, 2008; Van Noy et al., 2013).

One strategy federal and state governments used was working with displaced workers through the Trade Adjustment Assistance (TAA) program, part of the Workforce

Investment Act (WIA) of 1998 (Baider, 2008; U.S. Department of Labor Employment & Training Administration, 2006). The United States government established TAA in 1962 as a means of providing supplemental income for displaced workers who lost employment due to the globalization of competition and the rampant growth of imports (Sirgy, Lee, Miller, Littlefield, & Atay, 2007). Eligibility for TAA benefits required displaced workers to file petitions with the United States Department of Labor's Division of Trade Adjustment Assistance (DTAA). This program evaluated applicants based on whether their termination of employment was affected by foreign trade and determined their eligibility for assistance. Once displaced workers met the requirements stated in DTAA guidelines, they could apply for assistance benefits through local employment security commissions (Leigh & Gill, 2007; Prince & Jenkins, 2005; U.S. Department of Labor Employment & Training Administration, 2006; Van Noy et al., 2013).

The DTAA program retrained displaced workers for employment in skilled technical jobs that pay wages comparable to prior earnings. Displaced workers were allowed up to 104 weeks of approved training in occupational skills ABE, or English as Second Language (ESL) (Whittaker & Naughton, 2007). Displaced workers received weekly income support known as Trade Readjustment Allowances (TRA) under TAA for 52 weeks once their unemployment compensation (UC) benefits ran out, as well as during the period that displaced workers were participating in an approved full-time retraining program (Mastel, 2006). The income support consisted of both the UC and TRA benefits for up to 78 weeks and a supplement to the 26 weeks of UC displaced workers received (U.S. Department of Labor, 2009). In North Carolina, community

colleges provide adult education programs and receive reimbursement under Title II of WIA (U.S. Department of Labor Employment & Training Administration, 2006).

### **Problem Statement**

Community colleges in Western North Carolina are enrolling many displaced workers who lack basic academic skills (Leigh & Gill, 2007; NCCCS, 2009). This study focuses on the compromised academic advancement of displaced workers. Specifically, few displaced workers with low academic skills advance beyond ABE classes to curriculum programs leading to a diploma (45-48 credit hours) or a degree (65-75 credit hours) (Strawn, 2007). This problem suggests that the majority of low academic, displaced workers do not have the opportunity to be retrained in new high-tech skills.

A qualitative research model using the single case study (Yin, 2009) was the research method for this study. A series of narrative questions were used with small groups of students enrolled in the ABE program. I used a narrative interview method to provide insight into the reasons ABE students failed to persist in their basic studies much less advancing and receiving the skills needed for employment in the current market (Rotherham & Willingham, 2009; U.S. Department of Labor Employment & Training Administration, 2006).

### **Synopsis of Catawba Valley Community College (CVCC)**

Catawba Valley Community College (CVCC) is in the foothills of Western North Carolina, in Hickory, Catawba County, North Carolina. The county consists of 414 square miles. CVCC itself is on 57 acres adjacent to Interstate 40 and NC Highway 70, which provide easy access to the campus from all directions. The table below showed the

breakdown according to the North Carolina Community College System (NCCCS),  
2010-2011 Statistical Report.

Table 1

*Full Time Equivalent (FTE) by Gender and Ethnicity (Unduplicated Count)*

Status of all participants	Continuing education students
American Indian (female)	27
American Indian (male)	23
Asian (female)	102
Asian (male)	59
African-American (female)	569
African-American (male)	599
Hawaiian/Pacific Islander (female)	10
Hawaiian/Pacific Islander (male)	4
Hispanic (female)	522
Hispanic (male)	437
Multiple (female)	2
Multiple (male)	7
White (female)	4,662
White (male)	5,916
Other-Unknown (female)	959
Other-Unknown (male)	963
<b>Total</b>	<b>14,861</b>

*Note.* From North Carolina Community College System, 2010-2011 Statistical Report Table 9 for Catawba Valley Community College. Public records.

Though there are no large cities in this region of the foothills, there are smaller cities and towns that became manufacturing centers for furniture or textiles. As these industries were sent offshore beginning in the 1990s for low-wage markets in Asia and Latin America, the communities that relied on them have experienced significant and sustained job loss as well as flat or declining populations.

In 1998, 40 years after the school's inception, a collaborative effort between CVCC, local governments, businesses, and public schools resulted in the Catawba County JobLink Career Center. The rationale for the JobLink was to provide a single

location to deliver services set forth in the Federal Workforce Investment Act of 1998. Some of the services for individuals include, among others: job fairs, resume preparation assistance, educational opportunities, labor market information, career assessment/career exploration, career counseling, job seeking/job keeping ideas, and employment counseling. The campus is well suited as the site for this study, as Hickory has been at the epicenter of globalization for over a decade. The Metropolitan Statistical Area (MSA) for this area contains four counties: Alexander, Burke, Caldwell, and Catawba. Unemployment in the four-county region has remained at 15% for almost 5 years, forcing many displaced workers into the ABE program.

According to Kris Riley Hutchens, a technical analysis/data specialist, data from CVCC records, showed that between January 2009 and December 2011, 3087 people enrolled in ABE. The adverse impact of economic and time constraints built into both the TAA program and state unemployment regulations as well as potential shortcomings in the classroom may be inferred by the fact that although 1781 students (57.7%) completed basic skills training and enrolled in GED classes, just 224 (12.6%) of those receiving their GED enrolled in curriculum classes. However, considering the entire initial group, the percent of those who begin a course of study that would provide a new set of skills drops to only 7.3%. Thought of in another way, almost 93 of every 100 who enrolled in initial basic skills training do not even reach the starting point for retraining. By comparison, the numbers cited in Chapter One from Washington State's I-BEST program (one-third enrolling in curriculum programs from ABE classes) indicate higher

success (WSBCTC, 2005). The statistics from CVCC indicated the depth of the problem regionally and were the motivation for this study.

### **Problem Rationale**

The United States has faced economic problems related to the effects of globalization since 2000 (Moseley, 2009). Instead of improving, the overall economy continued to falter (Bureau of Labor Statistics, 2008; Howley et al., 2013). According to the federal Worker Adjustment and Retraining (WARN) Act, companies employing 100 or more employees must inform their employees and the local employment security commission at least 60 days in advance of a layoff or plant closing. Business leaders, employees affected by the change, social service agencies, the community college, and local community leaders collaborated after a closure announcement to establish plans for addressing displaced workers' needs. Although federal training initiatives were available to assist with large layoffs, many low-skilled, displaced workers needed remedial training in ABE and ESL before beginning their retraining (Bragg et al., 2007; Myran & Ivery, 2013; Van Noy et al., 2013).

### **Nature of Study and Guiding Questions**

A qualitative, single case study (Yin, 2009) method was used for this research. According to Yin, "the case study method allows investigators to retain the holistic and meaningful characteristics of real life events" (p. 4). This single case study focused on functionally illiterate displaced workers currently enrolled in ABE classes at Catawba Valley Community College (CVCC). Based on the distinctions between holistic and embedded single-case design, this research qualifies as holistic due to the global nature of

the approach taken, which was an analysis of retraining programs. A unique opportunity existed to encourage participants to explain their lives and the challenges they were experiencing. Interviews also allowed opportunities to ask open-ended questions and observe participant reactions to them as they responded (Creswell, 2007; Rubin & Rubin, 2005). This single case study used multiple data sources (e.g., interviews with students, observation, and the literature) to triangulate data (Yin, 2004).

Yin (2002) wrote that “the case study method is best applied when research addresses descriptive or exploratory questions and aims to produce a first-hand understanding of people and events” (p. 3). The purpose of this research was to discover the diverse reasons displaced workers with low academic skills did not move beyond ABE and were therefore not able to retrain for high-tech, or other skilled jobs. The case study method was appropriate because it allowed questions to be asked directly of participants in their primary language while giving the students the opportunity to explain the details of their individual situations (Yin, 2009).

The research question, “What are the impediments functionally illiterate displaced workers or nontraditional students face that prevent them from completing ABE classes and advancing to retraining programs?” explores the reactions of functionally illiterate/displaced workers enrolled in the Adult Basic Education program and their lack of success. Based on their responses, changes helping students continue to a higher level of study could be designed and implemented.



## Conceptual Framework

Two theories of adult education applicable to this research were Knowles's andragogy (1970) and Mezirow's transformational learning (1991). Details from the literature integrated characteristics of andragogy and transformational learning research related to the topic. Knowles introduced andragogy in 1968 and defined it as "the art and science of helping adults learn" (1980, p. 43). Andragogy described five characteristics of adult learners: (a) possessing independent self-concept and can direct their own learning, (b) acquiring lifelong learning experiences beneficial to learning, (c) learning needs are parallel to social positions, (d) interested in learning to resolve problems quickly, and (e) personal interest in learning without coercion (Knowles, 1998; Leigh & Gill, 2007; Van Noy et al., 2013). Knowles recommended that even the classroom setting for adult learners needs to be different, both physically and psychologically (Jenkins, Zeidenberg, & Kienzl, 2009; Ota, et al., 2006). Knowles found that adult learners want to be treated with respect, acceptance, and to be supported (Knowles, 1980). As Knowles stated that if adult learners are to be successful in their education, they must accept and recognize that learning is vital to their retraining. Knowles recommended a three-dimensional thought process for adult learners going through the experience of using the andragogical model. Adult Basic Education programs at community colleges should assess and identify the strengths of adult learners, the subject matter currently in use, and provide a rationale for why adult learners need to advance beyond ABE programs (Bridges, 2008; Jacobs & Tolbert-Bynum, 2008; Jenkins et al., 2009; Knowles, 1998; Mezirow, 1991; Rotherham & Willingham, 2009; Van Noy et al.,

2013). When assessing these thought processes, faculty could change their teaching techniques and their interactions with adult learners (Jacobs & Tolbert-Bynum, 2008; Knowles, 1998; Ota, et al., 2006; Prince & Jenkins, 2005). Knowles suggested faculty consider changing their teaching techniques for adult learners undergoing ABE classes.

Mezirow's theory has much significance for adult learners because it focuses on three areas: empowering adult learners to recognize their full potential in thinking, reasoning, and acting; assisting adult learners to change their frame of reference and encouraging them to be opened to alternative views; and assisting adult learners to understand incremental processes (Mezirow, 1991; Taylor, 2008). Mezirow emphasized that life experiences are the beginning stage for transformational learning. Experiential understanding is a much more profound type of learning than mere observation or an examination of life experiences as tools for change (Mezirow, 1991). He supported the idea that adult learners need to understand the rationale for changing their perceptions about certain issues before the individuals will consider the importance of what they are learning. Mezirow's theory suggested that adult learners must be challenged with new ideas or unfamiliar situations to initiate transformational learning (Mezirow, 1991; Rotherham & Willingham, 2009). Mezirow also supported the idea that adult learners need a learning environment that provides solid information, delivered in a manner free from coercion by faculty (Bragg & Barnett, 2008; Duke & Strawn, 2008; Leigh & Gill, 2007; Rotherham & Willingham, 2009; Van Noy et al., 2013). He believed that as adult learners' progress through their learning program; they will learn how to reflect critically

about their current situations, sharing their views with others in similar situations (Mezirow, 1991).

The educational and demographic characteristics of displaced workers and their return to the workforce by Ghilani (2008) summarized relevant studies from the 1980s through the current recession. A significant finding to note at this point is that those who lost their jobs, returned to the community college, and completed an associate's degree could find employment in a shorter time than those finishing only a certificate program. Implied in this finding was the necessity for college-level reading skills in degree programs.

### **Operational Definitions**

This study used the following operational definitions:

*Adult Basic Education (ABE)*: A program to teach basic reading, writing, and mathematics to adult learners for purposes of retraining for new employment or to transition to vocational or higher education programs.

*Department of Labor's Division of Trade Adjustment Assistance (DTAA)*: A federal division to whom displaced workers filed to determine their eligibility for assistance based on whether their termination of employment was affected by foreign trade.

*Displaced workers*: displaced workers are described as persons who worked for companies for a long time and were laid-off because of companies downsizing, outsourcing to a foreign country, or closing completely (Jacobson et al., 2005).

*English as a Second Language (ESL)*: A program designed to teach the English language to students whose primary language is not English.

*Nontraditional student*: Students who are (a) approximately age 35 years and older, (b) probably not born in the United States, (c) English is not their first or primary language, (d) English is not spoken in the home, (e) English may not be spoken at work if the immediate supervisor speaks the native language, and finally (f) married before they began working. These students should have two or more of these characteristics to be classified nontraditional students.

*Trade Adjustment Act (TAA)*: A program to assist displaced workers who lost their employment due to production removed from the United States or an increase of imports.

*Workforce Investment Act (WIA)*: A federal program that provided flexibility for state and local officials to set up a wide range of labor market systems by using federal job training funds for adults, displaced workers and youths between the ages of 14 and 21.

### **Assumptions**

The credibility of the study was based upon several assumptions in instructional efficacy, student preferences, and personal demographics. The first assumption was that teaching adult students in basic skill programs by using appropriate adult teaching techniques will result in more success and higher retention rates. The second was ABE students in basic skill programs prefer a reinforced life-centered learning environment instead of school-designed courses. Another assumption was that teachers in ABE skill programs have inadequate training in functional illiterate nontraditional students adult

educational methodologies. The fourth assumption was that adult students in basic skill programs have low self-esteem as a result of their economic/employment situation. They do not see the benefit of mastering basic literacy skills (or any material beyond it) to be retrained for new high-tech jobs. The fifth assumption was that adult students are enrolled in basic skills programs primarily to receive unemployment benefits while trying to learn. Finally, adult students in basic skill programs expected to find well-paying jobs as they had in the past.

### **Limitations and Scope**

Limitations are conditions that restrict the scope of the study or may affect the outcome, and are *not* researcher-imposed. Several of these situations will be noted. The study interviews were limited by student enrollment and attendance patterns. The number of functionally illiterate displaced workers, i.e., nontraditional students currently enrolled in ABE classes at CVCC, fluctuates. The conditions affected both potential participants and the variety of their experiences. Another potential limitation was the degree to which participants involved in the study were forthcoming with the details they provide and the honesty of their responses. Some of this limitation came from cultural misunderstanding.

### **Delimitations**

Delimiters were restrictions or bounds the researchers imposed before beginning a study to narrow its scope. The primary delimiter for the study was population and the sample size available to be interviewed. The study population was limited to participants in the ABE program who were at least 35, and were designated as functionally illiterate.

For this reason any students referred from the director of ABE programs were sent invitations to ensure a sufficient sample size. The last delimiter of this study was each student's total experiences while at CVCC and in ABE classes.

### **Significance**

The purpose of this study was to understand why displaced workers in ABE programs do not advance beyond ABE classes to be retrained for new jobs or transition to vocational or higher educational programs. The results are important to local stakeholders (e.g., employers) because of the focus on displaced adult workers with minimal academic skill sets (i.e., a subset of employees). The results provided CVCC and other community colleges a variety of best practices for teaching this group and the opportunity to review and revise current methods and services. In addition, this study was an addition to the body of knowledge about educational methodology for adult learners. Furthermore, local human resource professionals can benefit from the results detailing the process these adult students completed to remain active in the current, changing workforce.

Finally, the scarcity of peer-reviewed research relating to this topic became apparent after an extensive, systematic search of the literature assembled from EBSCO, ERIC, ProQuest, and JSTOR, Google Scholar, and several other search engines. Therefore, based on this review of the literature including publications, journals, state, federal, foundation reports, and dissertations, this study appeared to be the first to focus specifically on nontraditional, functionally illiterate students who have become displaced workers. These individual ABE learners with low academic skills were displaced from

their previous jobs and have been struggling in their retraining for new jobs by a community college.

### **Summary and Transition**

In Chapter 1, I discussed the challenges displaced workers with low academic skills encounter to complete adult basic skill programs to be retrained for new jobs. Because the programs were not required to maintain figures for starting enrollment and completion of the 26-week program, a primary goal of this study, was to gain a sense of the selected students' experiences while enrolled. Later in Chapter 2, I summarize educational and economic research that provided the conceptual framework for the study. I explain the project design, provide demographic information, information from the open-ended questionnaire, and discuss the methods of their development and analysis in Chapter 3. Data is interpreted in Chapter 4.

## Chapter 2: Literature Review

Although there has been research concerning the aspects of economic displacement and subsequent retraining for underprepared adult workers, relatively little attention has been given to functionally illiterate displaced workers and their experience of being laid-off and retrained for new skills. Additionally, little research existed on adults in basic education enrolling in community colleges and particularly those with low academic skills who also recently lost their jobs. According to Kasworm (2005), there was “extremely limited empirical research regarding the adult student identity in a community college context” (p. 4). Thus, to help understand the reasons low academic displaced workers did not advance beyond ABE programs, the literature reviewed in this study focuses on (a) displaced workers, (b) characteristics of adult learners, (c) adult learning theories, (d) retraining for displaced workers, (e) basic skills program, (f) programs and services, (g) barriers, and (h) a brief history of community colleges. Online databases, such as ERIC, Academic Search Premier (EBSCO), Dissertation Abstracts (PROQUEST), Google Scholar, and Journal Storage (JSTOR), served as the primary sources of information for the literature review. Search terms included “displaced workers,” “retraining,” and “functionally and/or illiterate.” The years of interest are 2009-2014.

### **Displaced Workers**

According to Owen and Fitch, (2003), the definition for displaced worker was “a person on layoff with a stable employment history who has little chance of being recalled to a job with their old employer or even in their old industry” (p. 191). Another



definition by Uchitelle, (2006), said “full-time workers who have been permanently separated from their jobs and their paychecks against their wishes” (p. 5). Furthermore, Jacobson et al., (2005), described displaced workers as persons who worked for companies for a long time and were laid-off because of companies downsizing or closing. They were faced with the challenges of looking for new jobs or retraining.

Differences existed between displaced workers and unemployed workers. Unemployed workers tended to find new employment more rapidly with their same skills. However, displaced workers were in industries in decline. Therefore, it was harder—if not impossible—for them to be re-hired in a timely way because there was no longer a local or regional market for their skills. Further they did not yet have the required skills needed for jobs in the current economy (Jacobson et al., 2005; Myran & Ivery, 2013; Van Noy et al., 2013).

In this time of economic crisis, the United States appeared to be experiencing long-term structural changes. Since companies were downsizing, closing, outsourcing, and reducing employees by technological advancements, many individuals were being laid-off. As American manufacturing companies permanently closed, a group of laid-off workers—unlike others unemployed—has been created (Carroll et al., 2000; Daniels et al., 2000; Eberts, 2005; Howley et al., 2013). With rapidly increasing numbers of displaced workers, the task of retraining them to re-enter a new workforce has fallen to community colleges (Howley et al., 2013; Levine, 2004).

Functionally illiterate displaced workers were mostly immigrants or refugees from other countries. These groups, who are typically employed in low paying jobs,

comprise a significant percentage of the American workforce and the numbers were perpetually growing. Hardly any programs created a nexus of language instruction, specific-on-the-job training, and cultural values essential to help these workers upgrade their wages and economic status (Craw, Jefferys, & Paraskevopoulou, 2007; Evelyn, 2003; Wilson & Brown, 2008; Wrigley, Richer, Martison, Kubo, & Strawn, 2003). An increase of adult learners enrolled at community colleges with the hope of gaining high-tech skills and employment in today's global economy. Returning to the classroom after many years was no longer a choice; instead it was a necessity (Evelyn, 2003; Kletzer, 2005; Voorhees & Milam, 2005).

Functionally illiterate displaced workers lack basic reading and writing skills. This prevents new employment opportunities and personal growth. Many displaced workers suffered from worry and feelings of self-deprecation (Craw et al., 2007; Evelyn, 2003; Greenberg & Lackey, 2006; Wilson & Brown, 2012).

Among displaced workers were high school drop-outs, high school graduates who never attended college, and those whose primary language was not English. Workforce training not only trained or retrained workers in preparation for their new employment, but also provided Adult Basic Education (ABE) for individuals who needed these services prior to participation in job re-training programs. This setback caused more frustration among displaced workers because most of them were the primary financial providers of their families. In addition English was not their primary language, family and financial burdens increased, and family responsibilities changed. Yet without mastering basics English and mathematics, displaced workers would not be able to

operate the required high-tech machinery (Craw et al., 2007; Evelyn, 2003; Kletzer, 2005; Wilson & Brown, 2012; WSBCTC, 2008). With no “technical” work experience and without having a basic education, the futures of these displaced workers were uncertain while their frustration escalated. The most frustrated groups among displaced workers were those in their fifties, high school drop-outs, and those for whom English was not their primary language (Craw et al., 2007).

Many CVCC students, although they graduated high school, did not speak English as their primary language and with no skilled work experiences; a person may have no opportunity to pursue a new career (Craw et al., 2007; WSBCTC, 2008). Until students were proficient in English and math, they were not ready to be retrained for high-tech jobs (Craw et al., 2007; Evelyn, 2003; WSBCTC, 2008).

According to the National Assessment of Adult Literacy, 43% of the adult population in the United States does not comprehend important printed materials including health, hazard, safety, and financial documents to name a few (Kutner et al., 2007). Functionally illiterate displaced workers struggled with the challenges of being jobless, and the frustrations of trying to find new employment while maintaining their lifestyle (Craw et al., 2007; Dayton, 2005; Evelyn, 2003; Knowles et. al., 1998). They felt intimidated at the prospect of returning to school; therefore, understanding the reasons behind additional education was important. Displaced workers must embrace that education is important and vital to their future before successful learning can occur (Craw et al., 2007; Dayton, 2005; Evelyn, 2003; Knowles et. al., 1998; WSBCTC, 2008).

According to Maurer, displaced workers with minimal skills often responded to their loss of work by feeling betrayed by the company that gave them employment sometimes for 10 or 20 years. Although their wages, if they worked in the Southeast, were lower than manufacturing jobs in other parts of the country, their income was steady. Without new skills, displaced workers would have a difficult time finding new employment that approximates their previous income (Maurer, 2001). In 1999-2001, many workers were displaced from manufacturing and textiles jobs. Data showed that 1.3 million workers displaced from manufacturing were working for at least three years for their last employer (U.S. Bureau of labor Statistics, 2002). According to Kletzer (1998), the majority of those workers held 'blue-collar' positions.

### **Characteristics of Adult Learners**

Though researchers in adult education supported using different teaching techniques when teaching adults (Hironimus-Wendt, 2008; Strawn, 2007; Van Noy et al., 2013), such use was not attested to in the literature. Social scientists such as Kinzer and Wray (1982) stressed that it was necessary to “consider the relationship between adult development, life events, and resulting changes in learning patterns” when structuring teaching techniques for adult learners (p. 173). Similarly, Laird (1985) emphasized that Knowles' andragogy model focused on learner-centered instead of teacher-centered instruction, creating an inviting environment that encouraged participation and collaboration within their current cognitive situations. Edid (2007) and Gammon (2004) developed research-based conclusions to determine the reasons adult learners returned to school. Their conclusions benefited practices in adult learning programs. They found

that adult learners did not return to school because they wanted to learn. Most adult learners returned to school because they needed or wanted the skills being taught. Adult learners also returned to school to help them manage change in their lives. Most adult learners viewed their return to school as due largely to personal circumstances; therefore, transitions from one life situation to another resulted in most adult learners returning to school (Bailey et. al, 2010; Edid, 2007; Gammon, 2004; Van Noy et al., 2013).

Adult learners are prone to learn what is necessary to survive and be successful in their transitional situation. Knowles (1998) found that adult learners needed to understand the reason they must learn something before making an informed decision and committing to the task. Knowles' statement coincided with Mezirow's first step of transformation because individuals have to change the direction of their lives; they had no choice but to inspect their situation and see the need for change. In turn, this change persuaded them to make informed decisions about learning new skills, and advancing beyond ABE programs. Edid and Gammon indicated that transitions for adult learners occurred irregularly at different stages of their life, and were mostly career related. Circumstances helped them realize the importance of returning to school to gain new skills to keep their job, find a new one, or advance.

### **Andragogical Model**

Knowles's andragogy theory (1968) has been the most frequently cited among adult learning models (Merriam, Caffarella, & Baumgartner, 2007). Andragogy was "the art and science of helping adults learn" (Knowles, 1980, p. 43). Andragogy recognized five characteristics of adult learners: They already have an independent self-concept and

are able to direct their own learning; they acquire life experiences to benefit their learning; their learning needs parallel social positions; as peacemakers, they want to learn how to resolve problems quickly; they want to learn without coercion. Knowles recommended that even the classroom setting for adult learners needed to be physically and psychologically different from most other classrooms. Knowles' model introduced concepts for considering differences in the way adults and adolescents learn. For adults, instruction must demonstrate an awareness of the importance placed on experiences related to the learner's understanding of the world. Connecting students with subject matter via life experience can enhance the learning process.

Knowles stated that if adult learners were to be successful in their education, learning must be accepted as vital to retraining. Knowles (1998) wrote that after publishing his text, adult learners were no longer ignored by educators. He further stated that businesses and institutions of higher education sought to identify the talents that their employees possessed and strived to incorporate those abilities (Knowles, 1998).

Knowles recommended a three-dimensional thought process for adult learners who went through the experience of using the andragogical model and explained that process as being the focus of andragogy, which gave students the confidence to develop a plan of action and implement it. Adult basic education programs at community colleges should assess and identified the strengths of adult learners, the benefits of the subject matter currently in use, and provide solid reasons adult learners need to advance beyond ABE classes. By assessing this process, faculty could adapt their teaching techniques and interactions with adult learners. Knowles also suggested that faculty must consider

modifying their pedagogical practices for adult learners in ABE programs (Knowles, 1998).

### **Transformational Theory**

The impact of Mezirow's transformational learning theory (1991) was significant for adult learners. Mezirow focused on three areas: empowering learners to recognize their full potential in thinking, reasoning, and acting; assisting learners in changing their frames of reference and encouraging them to be open to alternative views, and assisting learners to understand incremental processes. Mezirow emphasized that life experiences are the beginning stage for transformational learning. This type of conceptual understanding learning more profound than mere observation or an examination of life experiences as tools for change. Mezirow argued that adult learners need to understand why their perceptions about certain issues should change so that the importance of what was being learned can be made evident. Challenging adult learners with unfamiliar ideas and difficult situations serves to initiate transformational learning, particularly in environments which provide necessary information, delivered in a manner free from faculty coercion. Mezirow believed that as adult learners' progress through their programs, they understand how to think and reflect critically about current situations, and share their views with others in similar situations. Overall, the theorist emphasized the importance of individuals' experiences and the way in which they were recognized.

As Knowles' andragogical model generated research, so too has Mezirow's transformational learning theory. Knowles found that adult learners need to know and appreciate why something new must be learned before committing to the task (Knowles,

1998). Similarly, Knowles' statement coincided with Mezirow's steps of transformation. In the first step, adult learners did not know how to respond to their predicaments (Mezirow, 1991). Mezirow wrote that because of life-changes, individuals have no choice but to consider their situations and realize changes were needed to continue. In turn, they were persuaded to see the importance of continuing past ABE classes.

In summary, comparing the steps of Knowles' Andragogy and Mezirow's Transformational Learning, their similarities, as well as their applicability to adult training, were evident. The focus is on adult learners and how instructors can promote learning by understanding their needs discussed above (i.e., using appropriate pedagogy and creating a conducive classroom environment that is also sensitive in its interactions to the cultural needs of displaced workers, many of whom are immigrants). Mezirow elaborated how adult learners understood frames of reference (Mezirow, 1991). Knowles, on the other hand, elaborated on the differences between children and adult learners.

Following this review of the theoretical framework, it is appropriate to explore the structure and methods of adult learning programs. Researchers in adult learning programs recommended using different teaching techniques when educating adult learners (Edid, 2007; Gammon, 2004; Myran & Ivery, 2013; Taylor & Kroth, 2009; Woodard, 2007; Van Noy et al., 2013). The literature thus provided examples of strategies and instructional techniques for classroom environments to help improve learning. The remaining portion of the chapter contains a description of the means by which these theories are put into practice and has the following sections: retraining for



displaced workers, characteristics of adult learners, barriers preventing success, and community college programs and services for adult learning.

Perhaps the primary contribution of the field of adult learning theory is elucidating the ways in which adults learn differently than traditional students.

Anecdotal comments by participants (Lee, Personal interview, 2010; Nguyen, Personal interview, 2008; Vang, Personal interview, 2010) in retraining programs supported that these theories are not consciously used in the classroom, thereby diminishing the value of the training. The impact of not adjusting pedagogy for age could negatively affect completion rates for retraining programs and students' ability to advance into curriculum classes.

### **Retraining for Displaced Workers**

Congress passed the original Adult Education Act more than 40 years ago to create programs to help Americans 18 years and older learn to read and write. The Workforce Investment Act (WIA) of 1998 replaced it. The rationale behind the new Act was to combine education and workforce training programs.

The purpose of the Workforce Investment Act (WIA) is to provide workforce investment activities that increase the employment, retention, and earnings of participants. The intent of WIA programs is to increase the occupational skills attainment of their participants, and as a result, improve the quality of the workforce, reduce dependence on social agencies, and enhance national productivity and competitiveness. WIA authorizes several job-training programs, including Adult Employment and Training Activities, Youth Activities, and Job Corps (U.S. Department of Labor, 2009).

One-stop career centers developed under WIA provide individual services, including job fairs, resume preparation assistance, educational opportunities, labor market information, career assessment/career exploration, career counseling, and job seeking/job keeping ideas (Hilliard, 2011; Good, 2011; Howley et al., 2013; Wilson & Brown, 2012; Targett et al., 2007; U.S. Department of Labor, 2009; Van Noy et al., 2013).

Donohue (2008) noted that global economic competition requires more educated American workers. Currently, the U.S. workforce contains a significant percentage of immigrants and refugees who typically work at low paying jobs (Edid, 2007; Gammon, 2004; Leigh & Gill, 2007; U.S. Department of Labor, 2009). Increasing their income not only helps these workers but also national economic growth.

I noted a scarcity of peer-reviewed research relating to this line of inquiry. Retraining adult students possessing both low academic and low language skills whose jobs have been eliminated has not been studied. The lack of attention given this subject will provide this case study with a unique place at the intersection of adult learning and employment training. In addition, the narrative approach used in this study will give a voice to those otherwise overlooked during these years of financial turbulence.

### **Basic Skills Program**

This program was designed to teach adults the necessary knowledge and skills to find employment and become self-sufficient. Basic Skills is an umbrella term for ABE, General Educational Development (GED), Adult High School, English as a Second Language (ESL), and Compensatory Education. Each of these tracks constituted “a community college program designed to compensate adults with intellectual disabilities

who have not had an education or have received an inadequate one” (NCCCS, 2009, p. 1). More than 145,000 individuals enrolled in basic skills program in North Carolina in 2008-2009 (NCCCS, 2009). Displaced workers with Low English Proficiency (LEP) are usually immigrants or refugees (Edid, 2007; Gammon, 2004; NCCCS, 2009). Very few programs have created the necessary nexus of language instruction, on-the-job training, and cultural values essential to help these workers increase their economic standing.

The Community College Research Center (2005) indicated that only 1% of ESL students who begin a Basic Skills program with less than a high school diploma succeed in obtaining a GED or diploma within five years. About one-third of those completing ABE continued and took at least one college level course. Dembicki (2008) wrote that in order for the United States to regain global economic leadership, it needed to do more to educate and train adult learners because traditional K-12 education is not designed to provide graduates with high-tech training.

### **Programs and Services**

Since economic competitiveness in the international arena depends on education, various levels of government officials at the national, state, and local levels realized that displaced workers need skill-enhancement or retraining. Partnering with community colleges is the currently preferred way to prepare the nation’s workforce for present economic realities. Coble (2008) writes:

We’re moving away from the old economy of tobacco, textiles, and furniture and toward a new economy of pharmaceuticals, telecommunications, biotechnology, banking and financial services, and

others. Community colleges are the educational system that is most key economic development to navigating this economic transition, as well as dealing with workforce shortages and job training and retraining. (p. 1)

The need to develop new techniques, learning styles, and learner-centered environments that motivate and improve students' learning is ever-present. However, community college faculty are not generally trained in pedagogy, and many two-year institutions lack the ability to provide specific support for pedagogical training due to limited budgets (especially since 2008) and an inadequate emphasis on what constitutes good teaching (Eddy, 2007; Howley et al., 2013; Van Noy et al., 2013).

Many people, displaced from prior jobs, need to be retrained for alternative, higher skilled employment. Nevertheless, there is little research on the success of retraining programs for displaced workers with low academic skills (White, 2004). When viewing retraining within the structure of adult education, the prospect of retraining low-skilled, displaced workers seems daunting. Much consideration is needed on several fronts, whether or not the skills of displaced workers should be upgraded from their previous industry, or a new skill-set should be taught. Other factors to be considered are the workers' reaction to permanent displacement and the administrative mechanisms needed to decide who should undertake retraining. Finally, the cost of the stress placed upon many displaced workers who do not see a way that they can be retrained due to time and financial constraints.

Notably these same conflicts prevent displaced workers from accepting retraining even when offered. Therefore, even though some programs have successful results, some researchers were concerned that:

two-year colleges have failed to provide enough short-term training programs, do not know (enough about) which jobs to train dislocated workers for, and are allocated funds from the state in a way that makes it difficult for them to do more (Evelyn, 2003, p. A20).

Community college systems expressed their concerns that some federal programs were too broad and not receptive to displaced workers' needs (Evelyn, 2003; Gonzalez, 2011; Good, 2011; Hilliard, 2011; Howley et al., 2013).

### **Barriers**

According to Edid (2007), the barriers that prevented adult learners from learning may be dispositional, institutional, or situational. Cross (1981) defined situational barriers as those arising from "one's situation in life at a given time" (p. 98). Situational barriers included, for example: decline in the availability of basic, entry-level jobs, lack of proficiency in basic English, undergoing training, minimal computer knowledge, cultural differences that make workers reluctant to speak up, lack of childcare, and lack of transportation (Edid, 2007). Cross (1981) also wrote "institutional barriers consist of all those practices and procedures that exclude or discourage working adults from participating in educational activities" (p. 98). Institutional barriers included, again, lack of English language proficiency to meet an entrance examination requirement for retraining programs or the GED program, not committing to the length of time necessary

to advance beyond ABE training, and not being awarded curriculum credit for basic education courses (Lee, Personal interview, 2010). Learners' attitudes and self-perceptions about themselves are considered dispositional barriers (Cross, 1981).

Edid (2007) stated that employers are concerned about hiring Low English Proficiency (LEP) workers in some fields. If they do, they face several challenges, primarily how best to make language training available during the workday. However, few companies were willing or able to train new employees in English. In addition, few companies have developed the kind of job ladders and skill upgrading programs that enable LEP employees to advance. Managers and supervisors typically lacked functional literacy in the languages of their employees and employers are concerned about the atmosphere in the workplace in which animosity between long-time employees and those having different cultures could ignite.

According to Carroll et al. (2000), some researchers believed that all displaced workers will accept their job loss in the same way, while other investigators indicated the need to define the scope of characteristics which influence displaced workers in their acclimation to being unemployed. Another view is to look at the "employment history, life skills, pre-layoff standard of living, worker life stage, family circumstances and income...community and (even) reality" (p. 110) to better measure the decision of displaced workers regarding retraining. For instance, their thoughts regarding employment and the labor market may be limited and many displaced workers are naïve about how long it may take to find a job (Knowles, 2004). Consequently, these displaced

workers who did not seek reemployment and as a result encountered challenges that prevented them from retraining and reemployment opportunities (Knowles, 2004).

According to Daniels et al. (2000), there are various kinds of displaced workers. Some displaced workers used their savings and survived without jobs for about a year. These workers were not being displaced because they were working at least part-time. This augmented their other resources. Other displaced workers understood that without new skills, they would have limited opportunities in obtaining new jobs; consequently, were more acceptable to career changes. Whereas younger displaced workers who have a high school diploma or GED have adjusted, older, low-skilled displaced workers with less formal education did not do well on a variety of fronts (Daniels et al., 2000).

### **Brief History of Community Colleges**

Community colleges were started in significant numbers after the Second World War and provided educational and training opportunities for a diverse student population (Bureau of Labor Statistics, 2010; Howley et al., 2013; Van Noy et al., 2013). President Truman formed a blue-ribbon panel, later called the Truman Commission, and used its report as a means to launch a campaign to put a measure of higher education within reach of all citizens. The Commission's report recommended creating two-year, community-based institutions to offer training reflecting local needs (Howley et al., 2013; Van Noy et al., 2013; Vaughan, 2000). From this recommendation community colleges were created to meet local post-high school education needs and served as community cultural hubs. The Truman Commission suggested community colleges be at central locations to which people have easy access, charge minimal or no tuition, provide continuing education,

technical programs, general education for local citizens, be accountable to local government, and collaborate with state and federal higher educational institutions and programs (Vaughan, 2000). Another recommendation from the Truman Commission was for community colleges to collaborate with local public schools to ensure students were informed of opportunities for further education after graduation (Howley et al., 2013; Van Noy et al., 2013; Vaughan, 2000).

Following the Commission's Report of 1947, 457 community colleges were created across the United States by 1960 and, by 1970; the number had doubled (American Association of Community Colleges, 2004). This increase was due to several factors (Vaughan, 2000). First, citizens born during and after World War II were either high school graduates or were high school dropouts prepared to enter college. Second, the Civil Rights Act of 1964 formally ended segregation and African-Americans and other minority groups had a wider variety of choices for college. Third, the federal government passed more laws to give eligible students aid for attending college. For instance, the Higher Education Act of 1965 established the Pell Grant assistance program for low-income students in associate or baccalaureate programs (Vaughan, 2000). The U.S. Department of Education states "the Federal Pell Grant program was the largest single aid program. Grants were awarded to students demonstrating high financial need and were not required to be repaid" (U.S. Department of Education, 2006).

From 1996 to 1997, there were 9.3 million students in community colleges taking curriculum classes and 5 million students in non-curriculum classes. The non-curriculum classes were usually workforce training classes or lifelong learning programs (Phillipe &



Patton, 2000). By 1998, there were 1,472 community colleges nationwide, and they had taught a minimum of two-thirds of the nation's first-time college students (Cohen & Brawer, 2003; Phillippe, 2000; Vaughan, 2000). Since the recommendations of the Truman Commission report became legislation, community colleges have made it possible for many millions of people to receive higher education (Phillippe, 2000; Vaughan, 2000).

Community colleges have an open door policy in which most people who apply are accepted. Community colleges are a unique facet of higher education because they offer program of studies that are flexible and meet the needs of local working people. Community colleges provide the following kinds of postsecondary education: (a) general education classes, (b) technical programs, (c) adult basic education classes, and (d) vocational programs (NCCC, 2011; Schwitzer et. al, 2011; Vaughan, 2006).

### **Summary**

This chapter reviewed how to best retrain displaced workers with low academic skills who have permanently lost their previous work due to globalization. Statistical questionnaires indicated that displaced workers are the least likely group of the unemployed to regain similar employment, or find employment at all (Bureau of Labor Statistics, 2010). As manufacturing jobs of various types were made obsolete, most displaced workers need to retrain for new skill jobs. Historically, community colleges were created to assist local communities with vocational programs. Thus, community colleges are deeply engaged in displaced worker programs with funding from federal, state, and local governments, plus a new initiative of certificate programs (Howley et al.,

2013; Jacobsen et al., 2005a, b; Knowles, 2004; Laanan, 2003; Simmers, 2003; Sink & Hutto, 2004).

With support from state and local governments as well as the business community, and having pedagogic backing from adult learning theory, community colleges are committed to retraining displaced workers (Dayton, 2005; Howley et al. 2013). There are concerns as to whether such retraining programs are helpful and meet the needs of those displaced, especially those with minimal academic backgrounds. To answer these questions, it is crucial to make the best use of adult learners' perceptions of and reactions to their experience of retraining.

Displaced workers react to the challenges they are facing in different ways, based on their gender, ages, educational level, languages, personality, ethnicity, culture, and previous employment. Some do not take advantage of retraining, preferring instead to continue to seek employment in manufacturing, though the sector is contracting, and the work that remains pays well below previous levels. Functionally illiterate displaced workers must move beyond ABE programs in order to advance to receive retraining for new, skilled employment. The reality of their challenges needs to be taken into account when planning retraining programs. Learning new skill jobs will then not only widen their employment opportunities, but also could increase their earning potential. Nonetheless, retraining older, displaced workers with limited skills is still a concern (Jacobsen et al., 2004, 2005b). Therefore, findings from this study could assist in evaluating whether retraining is helpful to various categories of displaced workers by presenting a more nuanced approach to their needs which moves away from the

traditional one-size-fits-all approach generally taken by government agencies for employment training.

### Chapter 3: Research Method

The present study contains elements that placed it within the approaches of both case study and narrative research. Yin (2009) wrote that “case studies are the preferred method when (a) “how” or “why” questions are being posed, (b) the investigator has little control over events, and (c) the focus is on a contemporary phenomenon within a real-life context” (p. 2). According to Merriam (2009), examples of bounded phenomena were “a program, an event, a person, a process, an institution, or a social group” (p. 40). The bounded phenomenon in this case study is low academic-skills displaced workers enrolled in the ABE program at CVCC. Yin found that “the case study method is best applied when research addresses descriptive or exploratory, questions and aims to produce a first-hand understanding of people and events” (2002, p. 3). The purpose of the present research found the reasons why functionally illiterate displaced workers do not move beyond ABE and why they overwhelmingly cannot retrain for high-tech, or other skilled jobs.

The single case study method was appropriate to use for this study as the researcher was permitted to ask direct questions and give students the opportunity to explain their reasons to the details of their challenges. According to Creswell “in a single instrumental case study, the researcher focuses on an issue or concern, and then selects one bounded case to illustrate this issue” (2007, p. 74). Therefore, the single case in this instance will be the ABE classroom experience at CVCC, as related to eight students in the program.

The methods to be used in this research were appropriate to the purpose of the study, as I was acquiring perceptions of functionally illiterate displaced workers by focusing on an in-depth understanding of the participants' experiences and points-of-view through multiple techniques such as interviews, observations, and documentation. Through these data collection methods, I explored and found factors that may contribute to a generalized conclusion (Creswell, 2009).

#### *Research question*

1. What are the impediments functionally illiterate displaced workers or nontraditional students face that prevent them from completing ABE classes and advancing to retraining programs?

The purpose of this study was to understand why functionally illiterate displaced workers do not acquire higher-level employment skills. Adult Basic Education students will provide data that more fully elucidates what is necessary for unemployed workers to return to the workforce.

#### *Setting and Participants*

This study employed a purposeful sampling method involving displaced workers having minimal academic skills currently enrolled in the ABE program at CVCC. According to Bogdan and Biklen (1998) purposeful sampling “ensures that a variety of types of subjects are included, but it does not tell you how many or in what proportion the types appear in the population” (p. 65). The purposeful sampling type in this study was criterion sampling because participants will be low academic, displaced workers where they have similar experiences (Miles & Huberman, 1994).

Members who met the following criteria to be in the pool must be: (a) displaced workers recommended by Employment Security Commission (ESC), (b) 35 or older, (c) enrolled in ABE program at CVCC, (d) non-existent or functionally illiterate, (e) possibly English Language Learner (ELL), (f) probably born outside the continental U.S.

Students who were identified by ABE's Administrators made up the participants for the study. The study needs a pool of 20 or more students to ensure eight students were willing to participate. I also conducted interviews with study participants (with interpreters translating for participants who speak languages other than those in which the researcher was not fluent. I was fluent in English, Hmong, and Laotian). A letter of invitation to participate was mailed to the total pool of students (Appendix A).

Interviews were recorded via audiotape, which provided documentation of individual student from all interviews to the end. Data matrices or columns with headings indicated interview topics and served to organize the recorded data. Finally, to minimize threats to the research quality, I used the four methods of quality control, as stated in Creswell (2003, pp. 195-197, *passim*), member-checking, triangulation, peer review or debriefing, and clarifying researcher bias. Member-checking verified the accuracy of the qualitative findings by having participants review the final report. Triangulation uses more than one data source of information to build consistency in the study. Peer review or debriefing gave the study more accuracy and weight by having a peer review the study and asked questions to give a voice other than the researcher's and participants'. Clarifying research bias was a process in which the researcher assessed and clarified any areas of

personal bias that may affect the study before it is run. This clarification showed future readers that the researcher was as transparent as possible.

### **Procedures**

The data collection method contained open-ended questions, individual interviews with translator, observations, and documents including but not limited to a consent form, telephone scripts in different languages, interview guides for translators, students' emails, students' phone numbers, students' websites, students' photographs, etc. Transcribing the tape-recorded interviews conducted at CVCC provided current information for evaluation. The verbatim transcripts were audited by faculty members at CVCC who speak the languages of the participants by checking against the tape for accuracy. Observation took place in the ABE classroom because students in the ABE program were not required to be in class at a specific time or day. However, the recommendation was for students to maintain a minimum of 20 hours per week in the program to benefit from the training.

The translators facilitated the interviews by leading, encouraging, and engaging participants to create a safe environment in which participants felt comfortable sharing their experiences. After a pool of at least 20 students was identified by the director of the ABE program, an invitation to potential participants in the research study was mailed to each person, in his or her listed native language (Appendix A). At the individual meeting, the interpreter discussed the purpose of the research study with those who needed an interpreter. An informed consent form in their native language was given to participants. Any further questions from participant were answered at this time

(Appendix C). If the consent form was signed, the interview took place and participants were asked a variety of open-ended questions. All participants were enrolled in the ABE program at CVCC and qualified as nontraditional students. If the consent form was not signed; students were thanked for coming to the interview and considered participation.

At the meeting, a variety of open-ended questions (Appendix D) were asked, and in-depth, semi-structured interviews were recorded using a tape recorder. The interviewers (translators) who spoke each native language of the participant transcribed the recorded interviews after each interview ended. The verbatim transcripts were audited by another interpreter who speaks the same native language of the participant against the recordings for accuracy.

#### *Study Sample*

Members who met the following criterion were part of the pool: (a) displaced workers recommended by Employment Security Commission (ESC), (b) 35 or older, (c) enrolled in ABE program at CVCC, (d) non-existent or functionally illiterate, (e) possibly English Language Learner (ELL), (f) probably born outside the continental of the U.S. Students who were identified by ABE's Administrators made up the participant pool for the study. There was an interview guide developed (Appendix D) to interview students. Both qualitative information and classification information were collected for the 8 participants that currently participated in the ABE program at CVCC.

#### *Data Collection*

A pool of at least 20 students meeting the study criterion was identified by the director of ABE programs. Invitations to potential participants in the research study were



mailed to participants at their addresses of record. The mailings were in their listed native language (Appendix A). Within 3 to 5 days after mailing the invitations, each potential participant was contacted by phone to set up a specific date for the individual meeting (Appendix B). When these phone contacts were completed, the number of other languages translation of the different study form was known. There was sufficient time to recruit additional translators and have all necessary forms completed before the individual interviews. At the individual interview, the translator conducted the meeting by leading, encouraging, and engaging participants to create a safe environment in which students were comfortable sharing their experiences. The translator discussed the research study. The informed consent form was available and explained in their native languages. Any further questions from the students were answered at that time (Appendix C), if a student declined to participate in the study he or she was thanked for his or her time and the meeting was over.

When the student signed the consent form, the interview questions were asked (Appendix D). The interpreter discussed the form. After the individual interview, classroom observations (Appendix E) were done over a 15-day period. The participants were not in the same class, at the same time nor attend on the same days. Each student was observed once for approximately at least 10 minutes. If any time during the study a participant requested to leave and asked that his or her information not be used, his or her request was honored. The entire collection process is illustrated in Figure 1 as a flow chart:

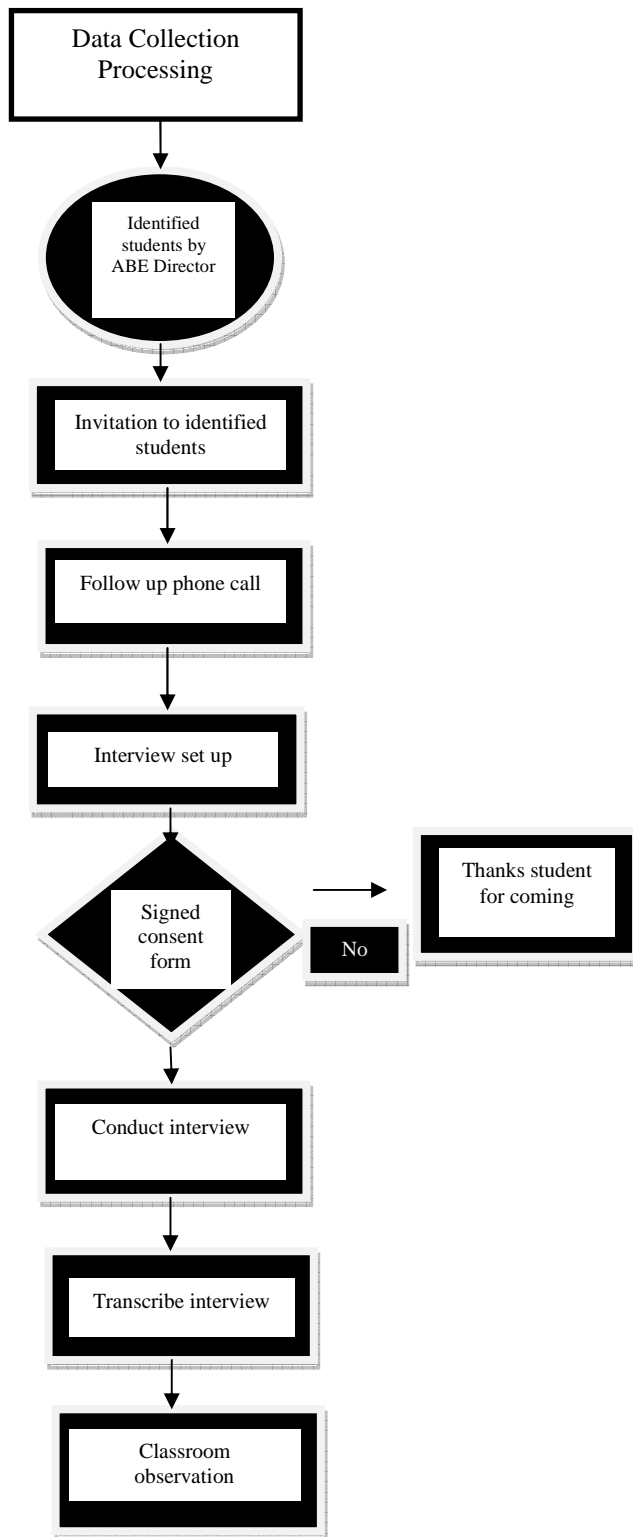


Figure 1. Data Collection Process

### *Interview Process*

Interviews were conducted in the career center of the Catawba Valley Community College (CVCC) campus. The selected interview room was partially enclosed in glasses with closed door for privacy and it also provided safety for both interviewees and interviewers. At the individual meeting, the interpreter discussed the research study. An informed consent form in the participants' native languages was given to them. Any further questions from participants were answered at this time (Appendix C). After the consent form was signed, the interview took place. At the interview, a variety of open-ended questions (Appendix D) were asked, and in-depth, semi-structured interviews were tape-recorded. The interviews lasted about 30 to 45 minutes. The interviewers who speak the native language of the participants transcribed the participant interviews after each interview ended. The verbatim transcripts were audited by an interpreter who speaks the native language of the participants against the recordings for accuracy.

### *Data Analysis*

The process of data collection for qualitative informational analysis commenced subsequent to the Institutional Review Board's approval. An open-ended questionnaire was devised and translated in all necessary languages (Appendix D). The questionnaire was used in the individual in-depth, semi-structured interviews that were tape-recorded and then transcribed. Qualitative and categorical information were collected for all of the 8 participants chosen from the pool of students currently enrolled in the ABE class at CVCC and meet study criterion.

The initial step began by reading interview transcripts, reflecting over interview notes, and writing codes to help categorize the data to generalize answers to the project questions (Creswell, 2007). Maxwell (2005) states that the “initial step in qualitative analysis is reading the interview transcripts, observation notes, or documents” (p. 96). The statistician will enter data information into NVIVO software (Rubin & Rubin, 2005). After categorizing the data, the statistician will classify the data into groups of themes, by their codes (Huberman & Miles, 1994; Madison, 2005; Wolcott, 1994b). Data analysis will be discussed in length in chapter 4.

### *NVIVO*

The collected data was analyzed using the Windows based QSR NVIVO 10 research software designed specifically for analysis and insight of data results. The results from data analysis were discussed in greater detail in Dataset on page 52 in chapter 4, all of the collected data was entered into an external excel spreadsheet which were then be imported into the NVIVO software. The data was coded as categorical and node data (coded from answers to be given by the participants). In NVIVO, the nodes permit compilations of similar themes being observed and any other connection that would further explain the results, including queries based on attribute criteria. Queries were run to examine common words and phrases which participants used to describe their frustrations and impediments with the ABE program. The first query included terms that repeatedly appeared in the nodes.

### *Data Verification*

According to Creswell (1998) “a distinct strength of qualitative research is that the account made through extensive time spent in the field, the detailed thick description, and the closeness to participants in the study all add to the value of a study” (p. 201). Creswell and Miller (2000) mentioned five validation strategies for qualitative research. These strategies were prolonged engagement and persistent observation, triangulation, peer review or debriefing, negative case analysis, and clarification. Miller (2000) recommended the use of a minimum of two of the five validation strategies.

Validation strategies used for this study were interviewing and observing students and reviewing documents generated during the study (Miles & Huberman, 1994; Lincoln & Guba, 1985; Merriam, 1988). As a passive observer, I was a reasonable distance away from the interview room when the interpreter was conducting the interview. Data was recorded during each interview for later transcription. The interview observation was conducted without any distraction to the people involved. The participant was informed of the observation (Creswell & Miller, 2000).

After all of the interviews were complete, an independent observer went into the classroom environments and used the Observation Check Sheet (see Appendix E) to collect specific behavioral data. Observations were done by an independent statistician. The behavioral data collected was entered into NVIVO software for a qualitative analysis.

The document review consisted of notes taken from interviews by using the Interview Guide (Appendix D). Transcripts were read and compared to the original tapes

for accuracy and consistency. The notes taken during the classroom observations on the Observation Check Sheets were reviewed for accuracy (Appendix E). Peer review/debriefing was an extra means to check on the study's progress and ensure I conducted the study with honesty and integrity (Ely et al., 1991; Lincoln & Guba, 1985; Merriam, 1988). Special attention was paid to the participant's privacy and signed informed consent form was obtained from each student (OHRP, 2002; Teacher's College IRB, 2002). The translators conducted the interviews for the study using the participants' native languages.

### **Institutional Review Board**

#### *Informed Consent*

All the participation volunteered to be part of the research for the study. I explained the purpose of the study and obtained consent forms from each participant at their scheduled meeting. I discussed the need for privacy related to the study and asked that participant should not discuss the study with anyone until it was completed. I answered any questions from each participant. Last, if participants were willing to participate in this study, they were asked to sign the informed consent form after they had an opportunity to read and understand it.

#### *Confidentiality*

As part of the research protocol each individual participant identities were kept confidential throughout the study. To keep their identities confidential, I used pseudonyms and unique codes to ensure privacy and maintain controls for data storage by

securing information. I also explained that research documents would be kept in a locked cabinet at my house.

### *Ethical Standards*

Institutional Review Boards (IRBs) carefully examined research proposals with an eye to the safety of human subjects in studies and the approach used for collecting data. It is a federal regulation that colleges and universities have IRBs to protect the safety of participants in research studies. The requirements of the IRB were clear and each participant was treated with professionalism and respect.

### **Summary**

The results of this study were important to local stakeholders because they focus on the importance of displaced adult workers with minimal skill sets advancing beyond ABE classes and progressing to curriculum programs. This study is expected to add to the body of knowledge of educational methodologies for adult learners, since it examined the reasons displaced workers do not move beyond ABE classes and transition to retraining programs. The literature review did not find studies that concentrated on the training of displaced workers with low academic skills composed of the ABE adult learners' population in the community college setting. In addition, the study suggested potential modifications to current local pedagogies that may be suitable for use elsewhere.

As noted previously, this qualitative research model used the single case study approach developed by Yin and provides a unique opportunity to encourage participants to explain their circumstances and challenges. It also allowed an opportunity to observe

participants' reactions as they answer open-ended questions (Creswell, 2007; Rubin & Rubin, 2005). This single case study used multiple sources (interviews and observations) to gather data, which was anticipated to complement theories of adult learning and teaching. Data collected was qualitative and categorized systematically by topic (Yin, 2004).



## Chapter 4: Results

The purpose of this qualitative single case study was to explore why so few displaced workers with low academic skills advance beyond ABE classes at Catawba Valley Community College (CVCC) to curriculum programs leading to a diploma (45-48 credit hours) or a degree (65-75 credit hours). The case study method was appropriate because it allowed questions to be asked directly of each participant in her primary language while giving each student the opportunity to explain the details of her individual situation. One of the central uses for this method was to focus on real life difficulties. Yin further suggested that using descriptive or exploratory questions would result in personal insight from participants (Yin, 2009). For data analysis process, Yin recommended the following qualitative analysis computer softwares included but are not limited to Atlas.ti, HyperRESEARCH, and NVIVO. These data analysis softwares can assist researchers in coding and categorize themes with sizeable narrative information collected from interviews of opened-ended questionnaires and observation notes to name a few (Yin, 2009). For this study, the NVIVO 10 software was chosen and used. This chapter explained the process of data collection and provided a summary of data analysis.

### *Dataset for NVIVO*

The categorical data and the replies to the open-ended questions were combined in an excel spreadsheet. Prior to the construction of the spreadsheet, a thorough review of the answers and categorical data was performed. This was to ensure comparable themes were correctly assembled. Significant topics or themes emerged from the collected data including: (a) difficulty with the English language; (b) a need for more

teacher assistance, and (c) limitations to attending school due to life situations such as employment, family responsibilities, and problems with transportation. This spreadsheet can be found in Appendix F. The use of electronic tracking and assembly (word clouds, Excel) using NVIVO was the main source of data tracking and understanding of the qualitative data.

Classification analysis was performed as well as qualitative studies using queries to examine common words and phrases that participants used to describe their frustrations and impediments with the ABE program. Finally, the dataset was analyzed for any outliers (non-conformances) prior to the analysis. There were no discrepancies and nonconforming data present in the questionnaire.

#### *Classification Data – Summary Statistics*

Categorizing the interviews of the 8 participants included but was not limited to: gender, primary language, years in the U.S., and years of previous education. A summary of the data is in Table 2.

Table 2

*Classification Data by Gender*

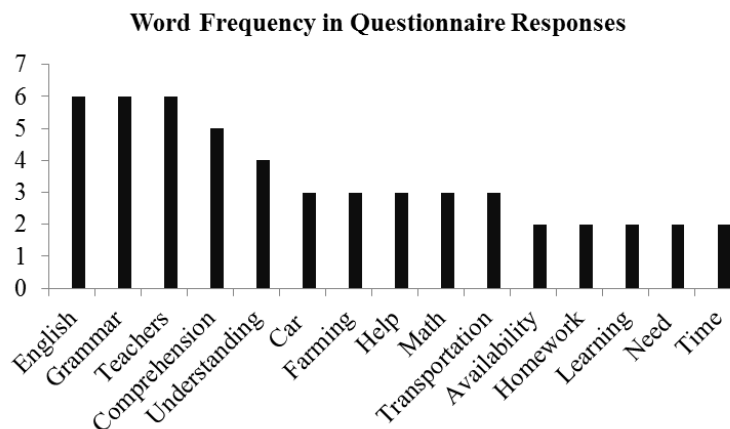
Subject Identifier	Gender	First Language	Years in the US	Years of Prior Schooling
S15	Female	Hmong	2	9 <sup>th</sup> Grade
S4	Female	Spanish	Born in US	9 <sup>th</sup> Grade
S16	Female	Hmong	4	11 <sup>th</sup> Grade
S17	Female	Vietnamese	1	College
S18	Female	Hmong	2	4 <sup>th</sup> Grade
S21	Female	Hmong	2	11 <sup>th</sup> Grade
S22	Female	Hmong	1	10 <sup>th</sup> Grade
S24	Female	Spanish	4	10 <sup>th</sup> Grade

As indicated, the study sample consisted of eight female participants. The first language was primarily Southeast Asia (Hmong and Vietnamese) and two participants spoke Spanish. Most of the participants had been in the U.S. for a little over two years except for one outlier, a participant born in the U.S. Most of the participants were in school prior to coming to the U.S. and the average was the 10<sup>th</sup> grade. However, two outliers consisted of one participant with only 4<sup>th</sup> grade completed and the other with a college degree. The prior work experiences of the participants incorporated agriculture, (3 out of 8 females) and menial low-income labor (3 out of 8 females) such as machine operator, janitor, and migrant workers. One subject was a college counselor in her native country which was consistent with her college degree.

Significant topics or themes emerged from the collected data and included: (a) difficulty with the English language; (b) a need for more teacher assistance, and (c) limitations to attending school including life situations such as employment, family

responsibilities, and problems with transportation. Taking a closer look at the questions about frustrations and impediments, all respondents stated that understanding the English language, especially the grammar, was a major problem. Participants mentioned that different terms and approaches to learning grammar were the causes of their problems. Almost all participants believed teaching to be a source of their struggles and impediments. These two results were consistent even when categorizing the data using attribute criteria. There was a credible relationship between teaching comments and comments about frustration with the English language. This emphasized the trouble participants had with a language barrier.

Table 3

*Word Frequency*

Taking a closer look at the questions about frustrations and impediments, all respondents stated that understanding the English language, especially the grammar, was a major problem, or theme. Even students who had studied English before had problems with grammar because they were not familiar with the current teaching methods.

Participants mentioned that different terms and approaches to learning grammar were the causes of their problems. Some examples of quotes include:

“English language is not easy to learn. I can understand some but still have more difficulty because the teachers speak too fast. Comprehension and vocabulary are the two most difficult subjects.” [S16]

“My listening and speaking skills are my most frustrated. Even though, I took a lot of English courses back in Vietnam before I moved to the U.S., but I could not hear nor talk well at all. It’s because how teacher teach English in Vietnam. Most of teachers in Vietnam are not Americans, and the pronunciation is much different in the U.S.” [S17]

“I have difficulty understanding English. And I don’t have enough help.” [S21]

“Since I come back to school, I do not speak English and do not understand the grammar. It is difficult for me to get back to the routine of learning. My biggest impediments are to learn the proper use of the grammar. My frustration comes from the lack of teachers explaining and showing using of grammar.” [S24]

Furthermore, almost all participants believed teaching to be a source of their struggles and impediments. These two results were consistent even when categorizing the data using attribute criteria. Some quotations that emphasized this include:

“There are not enough teachers to ask for help when I don’t understand. All students are sitting in the same classroom. It will be good if the students are separated in the same English level so that everyone study at the same level.” [S21]



ABE program. The table below displays definite examples from the participants concerning the English language.

Table 4

*English Language*

Respondent ID	Frustration or Impediment Comment Regarding the English Language
S4	Frustration - understanding Math and English
S15	Frustration – English comprehension
S16	Frustration – English comprehension
S17	Frustration – English comprehension
S18	Frustration – learning English language – comprehension and vocabulary
S21	Impediment – understanding English
S22	Frustration – struggles with grammar
S24	Impediment – grammar and punctuation

The answers for the frustration concerning the English language were generally connected directly to follow-up comments about teaching. An increase in communications between teachers and participants was seen as essential to conquer this frustration.

*Teaching*

A great deal of frustration in the research study concerned the way participants think of teaching in the ABE program at CVCC. The table below details how participants viewed teaching including both positive and negative responses.

Table 5

*Teaching*

Respondent	Response Regarding Teaching
S4	Ability to overcome – with help from teachers
S15	Impediment – difficulty with teachers
S16	Impediment – teachers talk too fast Ability to overcome – with help from teachers
S17	Frustration – difference in teaching and pronunciation
S21	Frustration – not enough teachers to help students
S22	Impediment – no help at home – need tutor or more teacher time
S24	Frustration – lack of teachers giving explanation on using grammar

This research showed the impediments in the ABE program could be positively changed by the teachers. From the opposite viewpoint, the teaching methods in the ABE program needed to be re-evaluated. The unfavorable answers from participants who were not fluent in the English language indicated that the shortage of teachers and the teaching methods were problematic. Further emphasis on this issue was discovered based on seven out of eight participant comments concerning the teachers in the ABE program. The student comments suggested there were relationships between teaching comments and comments about frustration with the English language. These comments emphasized the trouble participants had with a language barrier. Some example comments from the questionnaires regarding teachers included:

“I have a desire to learn English fast but the English language is not easy to learn and there are not enough teachers to assist. If there are more teachers to work



with all the students, I may learn faster. I attend four days classes a week here.”

[S21].

“I don’t comprehend the English language. I have difficulty meeting with the teachers. Sometimes the teacher is available but I do not have translators to meet with the teachers.” [S15].

“I drive myself but English comprehension is my main frustration. I am a shy and reserved person. I have difficulty speaking. The only time I answer the questions is when my name is called on. I force myself to answer. I would like to have more conversation classes. Still I am very frustrated about learning English.

” [S16]

### *Observation*

Observations were done in the classroom environment after the individual interviews were completed. The independent observer completed the Observation Check Sheet (Appendix E). From the classroom observational notes, the characteristics of the participants were categorized as presented in Table 6. This categorization data recapped the location, participants’ physical traits, and sensitivity traits in the course of the observation. The results were shown as Yes, No, and Not Applicable, were based on the characteristics (traits) on the Observation Check Sheet.

From the 31 categorizations, 16 were classified as Not Applicable for all the participants and were related to grouping of the students of mixed gender. During the observation, group interaction of the participants was minimal. Of the other 15 traits, seven of the answers were identical for all the participants as shown in Table 6.

Table 6

*Group Dynamics*

Observation	Common Response
Q1 Student's gender	Female
Q4 Student appears unfocused	No
Q5 Students takes many breaks	No
Q6 Students leaves area more than once	No
Q7 Student on cell phone-texting or talking	No
Q10 Student appears frustrated	Yes
Q12 Student seeks help with work from a peer	Yes

As the observations were conducted in the classroom environment, there were no distraction traits identified in the participants. There were no breaks or disturbances in the classroom. It was obvious that participants were frustrated with the environment. The students really wanted to help each other conquer their frustration. An interesting finding was the small variations in the traits. Five of the traits have seven answers in common except for one participant. The summary of these is provided in Table 7 below.

Table 7

*Common Traits*

Observation Question	Response Summary
Q2 Seated alone	All seated alone except for Subject S18
Q9 Student appears bored	All subjects were not bored except Subject S22
Q13 Student seeks help with work from a group	All subjects do not seek group help except Subject S18
Q14. Student joins a group	All subjects do not join a group except Subject S18
Q15. Student is seated with a group	All subjects sit alone except Subject S18

Overall, these answers indicated that participants were reserved and reluctant to socialize with other students except for participant S18. Data indicated the reason for this exception was mainly that this participant did not have much education before enrolling in the program. The last three traits have an assortment of answers. Table 8 provides a summary.

Table 8

*Mixed Traits*

Observation	Response Summary
Q3 Student appears shy	Subjects S4, S17, S21, S24 – not shy Subjects S15, S16, S18, S22 – shy
Q8 Student staring into space	Subjects S16, S17 – staring into space
Q11 Student seeks help with work from a teacher	Subjects S21, S22 – do not seek help from teachers

Two of the participants who were staring into space during the observation received more education prior to coming to the United States. It was evident that most of the participants were asking for assistance from the instructors. However, there was no connection between the reserved traits observed and the eagerness to ask for assistance from the teachers.

In summary, the NVIVO 10 program helped to compile, analyze, and identify the two important themes concerning the frustration and impediments in learning within the ABE program. Better comprehension of the English language and alternative teaching methods for the program are the two dynamic influences. Less frequent responses about impediments included but were not limited to transportation, managing work and family responsibilities were stated by some of the participants. However, the English language and the teaching methods affected most of the participants. Generally, the participants were women, with prior education of 10<sup>th</sup> grade, living in the United States for less than two years, and most of them were Hmong.

### **Summary**

Chapter 4 emphasized the results regarding the frustration and impediments of functionally illiterate displaced workers/nontraditional students faced that prevent them from completing ABE classes, getting a GED, and advancing to retraining programs. The research question was the driving force for data collection and data analysis of the study. The results from the questionnaire used in the individual in-depth, semi-structured interviews that were tape-recorded and then transcribed, revealed qualitative and categorical information. This data was collected for all of the 8 participants chosen from

the pool of students currently enrolled in the ABE class at CVCC and met the study criterion. The collected data was analyzed by using the Windows based QSR NVIVO 10 research software designed specifically for analysis and insight of qualitative data results.

Chapter 5 will review the purpose of this single case research study and its effect. It will discuss the analysis data of the findings themes, the helpfulness of the research, and the importance of the research study to social change. The chapter will also provide suggestions for action and future research study.

## Chapter 5: Discussion, Conclusions, and Recommendations

### Overview

The purpose of this research was to discover the diverse reasons functionally illiterate displaced workers/nontraditional students do not move beyond ABE and were not able to enter retraining programs for high-tech work, or other skilled jobs. The single case study method was appropriate because it allowed questions to be asked directly of each participant in her primary language while giving each student the opportunity to explain the details of her individual situation. In this time of economic crisis, the United States appeared to be experiencing long-term structural changes. Companies were downsizing, closing, outsourcing, and reducing employees because of less expensive labor costs overseas and technological advancements both here and globally. During this upheaval many individuals were being laid-off permanently. A new group of unemployed workers (displaced workers)—unlike others who were also unemployed—had been created. With rapidly increasing numbers of unemployed and displaced workers, the task of retraining them to qualify for re-enter into a new skilled and technically trained workforce had fallen to community colleges. The unemployed workers tended to find new employment more rapidly. They were able to adapt to using technology with their same skills and minimum specialized training. While the displaced workers were in industries relocating overseas or at least out of country. In North Carolina, the two major industries this affected were furniture manufacturing and textiles. Most of these industry-specific skills were not transferred to other industries without considerable additional training. Therefore, it was harder—if not impossible—for

displaced workers to be re-hired in a timely manner because there was no longer a local or regional market for their skills. Additionally, they did not have the required skills needed for jobs in the new current technical global economy.

Catawba Valley Community College (CVCC) was the site chosen for this study as an example of the impact on the entire economy of Western North Carolina because it was typical of the region. Data for CVCC showed that almost 93 out of every 100 people who enrolled in initial basic skills training did not even reach the starting point for technical retraining. These statistics for CVCC indicated the depth of the problem regionally and helped inspire this study.

This study was motivated by both the problem statement and the problem rationale which found that the current workforce in the United States did not have the education to find other employment and the displaced workers needed to start with remedial education even before starting any retraining program. The Bridges to Opportunity Initiative, funded by the Ford Foundation, highlighted an even more unsettling picture of the American workforce.

The academic challenges faced by displaced workers were an even greater concern. The programs in place at the time seemed to have difficulty providing the necessary skills in a relevant manner for the displaced worker because they were nontraditional students. The recent changes in adult learning theories added the final piece to the reason for this study. The research question, which was developed, stated “What are the impediments functionally illiterate displaced workers or nontraditional

students face that prevent them from completing ABE classes and advancing to retraining programs?”

The findings included two specific reasons for both frustrations and impediments to student success. First, all respondents stated that understanding the English language, especially the grammar, was a major problem. Second, all participants considered the teaching (methods) to be a source of their struggles and impediments. These two results were consistent even when categorizing the data using attribute criteria. A third and less frequent response from participants listed limitations to attending school involving life situations such as employment, family responsibilities, and problems with transportation. When examining the questions about frustrations and impediments closely, more information was evident from the responses of the students. Even students who had studied English before entering CVCC, had problems with grammar because they said they were not familiar with the current teaching methods. Participants additionally stated that different terms and approaches to learning grammar were the causes of their problems. All of the participants suggested their ability to understand English (grammar, punctuation, and comprehension) was an issue in their being successful in the ABE program. These answers for the frustration concerning the English language were generally connected directly to their follow-up comments about teaching. An increase in communications between teachers and participants were seen as essential in conquering this frustration.



### **Interpretations of Findings**

A great deal of frustration in this research study concerned the way participants perceive the teaching in the ABE program at CVCC. The teachers could positively change the impediments in the ABE program. From the opposite viewpoint, the teaching methods in the ABE program need to be re-evaluated. The unfavorable answers from participants who are not fluent in English indicated that the shortage of teachers and the teaching methods were a problem. Additional emphasis on this issue was discovered based on seven out of eight participant comments concerning the teachers in the ABE program. The relationship between teaching comments and comments about frustration with the English language were repetitive throughout the study. This finding accentuates the trouble participants have with a language barrier.

The two important findings concerning the frustration and impediments in learning within the ABE program, better comprehension of the English language and alternative teaching methods for the program, were two dynamic influences. Less important responses about impediments included but were not limited to transportation, managing work, and family responsibilities. However, the English language and the teaching methods affected most of the participants.

The findings supported Knowles' theory of andragogy and substantiate five of his characteristics of adult learners (Knowles, 1968, 1980). According to Knowles (1968, 1980), adult learners were prone to learn what is necessary to survive and be successful in their transitional situation. Knowles (1998) found adult learners need to understand the reason they must learn something before making an informed decision and committing to

the task. Knowles' statement coincided with Mezirow's first step of transformation because individuals have to change the direction of their lives; this change created meaning and can persuade them to make informed decisions about the importance of learning new skills, and the importance of advancing beyond ABE classes. Adult basic education programs at community colleges should assess and identify the strengths of adult learners, the benefits of the subject matter currently in use, and provide solid reasons adult learners need to advance beyond ABE classes. By assessing this process, faculty could adapt their teaching techniques and interactions with adult learners. Knowles also suggested that faculty must consider modifying their pedagogical practices for adult learners in ABE classes (Knowles, 1998).

Mezirow emphasized that life experiences are the beginning stage for transformational learning. This type of conceptual understanding makes learning more profound than mere observation or an examination of life experiences as tools for change. Mezirow argued an adult learner needs to understand why his or her perceptions about certain issues should change so that the importance of what is being learned can be made evident. Challenging adult learners with unfamiliar ideas and difficult situations serve to initiate transformational learning, particularly in environments that provide necessary information, delivered in a manner free from coercion. Mezirow believed that as adult learners' progress through their programs, they understand how to think and reflect critically about current situations, and share their views with others in similar situations. Overall, the theorists emphasized the importance of an individual's experiences and the way in which they were recognized and woven into the fabric of one's life. As Knowles'

andragogical model has generated research, so too has Mezirow's transformational learning theory. Knowles found that the adult learners need to know and appreciate why something new must be learned before committing to the task (Knowles, 1998). In addition to motivation, a greater degree of help from the teachers can decrease the students' frustration. These theories were supported by the data analysis of this study.

The application of the findings can improve the ABE program and increase the success rate of the enrolled nontraditional students. Practical applications included activities for groups and individuals that meet the suggestions for self-directed learning. It is necessary for teachers to have a format for classroom activities where most students can be self-directed while teachers are occupied with individual student or group. Another suggestion was for the teachers to help students develop their individual plan of action that focuses on academic needs and how to reach the goal.

### **Implication for Social Change**

A closer look at the results of this research study indicated that despite the size of the community college which offers ABE programs, there remain problems with an inadequate number of instructors, little interaction between students and teachers, and antiquated adult pedagogy in the classroom. These deficiencies were detrimental to the success of functionally illiterate displaced workers. Consequently, the intent of federally funded unemployment benefits is to provide retraining programs for all qualified adult displaced workers because the economic strength of the nation depends on employment. The prospect for alternative adult learning methods was not encouraging because of the state mandated procedures.

As can be inferred from the Bridges (2008) study and the theoretical framework cited above, current methods of remedial instruction for those seeking to enhance their academic skills, and thereby their employability, have limited success. Enhancing workforce skills would assist individuals, and could contribute to the national economic growth. The educational and demographic characteristics of displaced workers and their return to the workforce were part of a study by Ghilani (2008), who also summarized relevant studies from the 1980s through the current recession. A significant finding noted at this point were those who lost their jobs, returned to the community college, and completed an associate degree could find employment in a shorter time than those finishing only a certificate program. Implied in this finding was the necessity for college-level reading skills in degree programs.

The shift from traditional separate national economies to a single, global economy means American workers now must compete with other nations for their market share in numerous international sectors. The United States, according to various specialists must now have 55% of its workforce with at least an associate degree to remain competitive in this new world economy (Bragg et al., 2007; Capps & Fortuny, 2008; Dembicki, 2008). However, only a third of American workers have attained that level of education.

### **Recommendations for Action**

No qualitative research studies were found that emphasized the uniqueness of functionally illiterate displaced workers and their attendance in an ABE program before being able to retrain for high-tech jobs in a community college location. Opportunities for further research are of the utmost importance. The subjects in this research study

noted frustration and impediments with the ABE program. The results of this study demonstrate to both administrators and instructors responsible for the success of adult learners, they must move beyond the ABE class to higher education or otherwise gain the required skills needed for jobs in the current economy. The significant findings in this section discussed recommendations as to how these results can both streamline and enhance ABE programs. The purpose of the ABE program is to prepare students with essential skills that will enable them to advance beyond ABE class and obtain high-tech or other skilled jobs.

The results from the research question suggest that better comprehension of the English language and alternative teaching methods for the program are the two dynamic influences. Less frequent responses about impediments included but were not limited to transportation, managing work and family responsibilities were stated by some of the participants. However, the English language and the teaching methods affected most of the participants. Participants are eager to learn and make progress in their learning if they have smaller classes and instructors who offer different teaching techniques. Having more teachers and students interaction is supported by Knowles' theory of the need to know. Knowles stated that teachers can assist students in understanding the reason they need to know and learn by creating a student-centered environment (Knowles, 1968, 1980).

Consequently, teachers can promote effective class participation and change the classroom environment to be more culturally sensitive so students can connect to each other. Effective learning entails recurrent communication between students and teachers

in which the classroom serves to strengthen the desire to learn. Having a good understanding of the importance of experiential learning comprised of hands-on activities related to learning materials, teachers and administrators can improve students' learning experience. With the plethora of technologies in today's society, teachers can create and access activities that can enhance student-learning experiences by encouraging them to use their knowledge and skills and thus expand their learning.

The researchers recommendations included the administrator required the teachers for ABE students to have the proper credential for teaching adult learners and have experiences with multi-cultural students. Teachers should be able to present and explain their methods of teaching adult learners. They should attend frequent training and professional development to improve their skills for teaching adult learners.

The important findings suggested that in order for ABE Administrators and teachers to be receptive to adult learners in ABE programs, they need: (a) extra time and different approaches to teaching grammar, (b) additional teachers to provide extra help and explanation, and (c) culturally diverse teachers to inspire and enhance students' learning. These findings support a connection to Mezirow's transformational learning theory and Knowles' principles of adult learning. The focus of such training is on adult learners and how teachers can promote learning by understanding students' needs alluded to above (i.e., using appropriate pedagogy and creating a classroom environment that is also sensitive in its interactions to the cultural needs of displaced workers, many of whom are immigrants).

In summary, an archetypal ABE program setting provides support, recognizes and respects the individuality of each student, acknowledges intellectual openness, encourages frequent questions/comments from students, and honors adult learners for their determination and life experiences. In addition to an ABE curriculum, there should be vocational workforce programs that produce employable graduates in their localities and transition them to curriculum college credits. For ongoing assessment of ABE programs, administrators and teachers need to create an exit questionnaire to get feedback from students who complete the program.

### **Recommendations for Further Study**

Based on the findings from this study, the following research topics are recommended:

1. This study should be repeated with a larger and more diverse sample of participants.
2. A study of student-centered and/or friendly classroom environment and success.
3. A follow up study conducted to get feedback from employers of students who have completed this type of program.
4. A study of students' success where participants have individual plan of action to better accommodate their learning styles.
5. Research on student success in ABE program with a lower teacher to student ratio.
6. Study specifically on functionally illiterate adult displaced workers or nontraditional students, is needed.

### **Personal Reflections**

I selected to write mainly on the topic because of a similar cultural background as many of these functionally illiterate displaced workers or nontraditional students. In my community and job, there were many displaced workers who have lost their jobs. They are having a very difficult time finding new jobs. Most of these displaced workers are immigrants from another country. Their primary goal, when coming to America, was to survive and create a better life for them and their families. To provide a better life, these displaced workers must try very hard to adjust to a new culture, a new country, and new way of life. As their frustration builds with their lack of progress, they feel they do not have the time to attend ABE classes to gain the necessary language skills or a vocational career. It is taking them too long. From listening to the concerns, anger, anxiety, and fears within my community, from people who had been employed by the same company for over ten to twenty years with this being their only job, it was disheartening.

As a staff member at CVCC, I saw a huge influx of functionally illiterate displaced workers enrolling in the ABE program with the hope of retraining for new and high tech jobs. I met these displaced workers who were students, and became optimistic. In addition, I saw the determination and hopefulness in their facial expression when they recounted the long hours they spent in ABE classes; my optimism increased. Knowing they may never work again in the furniture manufacturing/textile jobs that afforded them a comfortable living; many displaced workers realized they must work harder to advance beyond ABE classes and transition to retraining for new jobs opportunities. Outside of my initial thoughts of what would be found during the journey of the research study, I did



not expect the pool of candidates to be mostly women and the participants in study to be all women.

I understood the importance of maintaining neutrality all through the interview and data analysis processes, including bias that may influence the results of the study. To avoid communication with participants, interpreters who spoke the language of the participants conducted the interviews in the language of the participants. During the interview process, I observed each interview from another room and the participant was behind a closed glass door. From the findings, the study agreed with the theoretical frame of Knowles and Mezirow, which suggested that students in the ABE programs would achieve more success in a student-centered environment using these adult educational practices.

My perspective as the researcher did not change throughout the entire the study. The findings only validated the factors of frustration and impediments for functionally illiterate displaced workers or nontraditional students. Consequently, the findings confirmed the concerns for the reason that functionally illiterate displaced workers do not advance beyond the ABE program.

### **Conclusion**

America is known as the land of opportunity. It is a belief among Americans that society is based on democratic leadership where advancement in individual pursuits or endeavors should be encouraged and praised. After the Civil War, there was a drastic shift in the economy and social wellbeing. The shift required many agricultural workers to be train for industry to find employment. Then in 1990, the United States

implemented both the General Agreement on the Tariffs and Trade (GATT) and the North American Free Trade Agreement (NAFTA). The shift to global businesses caused by these agreements created thousands of displaced workers across the nation and especially in North Carolina (Hossfeld, Legerton, Dumas, & Keuster, 2004).

The purpose of this study was to find and understand why displaced workers in ABE programs were not succeeding. They could go no further to train for new jobs or transition to vocational or higher educational programs were out of their reach. Overall, there were clear indications that for adult learners to be successful, their learning process and the teaching techniques need to be aligned. Adult learners have unique traits. Most students in ABE programs need additional help to succeed. These students would benefit from the use of adult learning principles. This would reduce both frustration and impediments for the students. These practices would allow all community colleges to meet the needs of a multicultural student population and to house practical ABE programs.

It is important to remember the participants of this research study who advance beyond the ABE program and begin retraining are granted important and life-changing opportunities including the ability to begin communicating with teachers, future employers, and the general public. Their hope is that the newly acquired language skills will help them succeed in retraining for high-tech jobs. After completing retraining programs, they have better prospects for finding employment. As workers are employed, they will be able to provide for their families and support the local economy. Thus getting their lives back and making a successful transition into the workforce.

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## Appendix A

### Invitation Letter-English

Dear Sir/Madam:

My name is May (My) H. Khang and I am an Admission Counselor at Catawba Valley Community College in Hickory, North Carolina. Your name was given to me as a potential participant in a research study by the director of the Adult Basic Education. I am sending you this letter to invite your participation in my doctoral study. Please take a moment to read the following information before you consider participating in this study. Please feel free to contact me if you have questions. I hope you will consider helping with this research study by participating.

I am conducting a research study for my Doctorate Degree on Displaced Workers with Low Academic Skills Retraining at a Community College through Walden University located in St. Paul, MN. One requirement of this degree is to conduct a research study. I have chosen to find out why low academic displaced workers (nontraditional students) do not advance beyond Adult Basic Education (ABE) program into high-tech skills training programs or curriculum programs leading to a diploma or an associate degree.

This study requires ABE students who attend a community college and are not working. As a participant, you will be interviewed 1 times over next semester. The interviews will take place at a neutral location and at your convenience. Each interview will take about 30 minutes and will be audio recorded.

To protect your privacy as a participant, I will assign fictitious names to each person to protect your confidentiality. I deeply appreciated your help in finding the reasons for low academic students who do not advance beyond ABE classes. This study will help students transition into retraining for more high-tech jobs.

If you decide to participate, please contact me at (828) 238-3649 or email [mhkhang@hotmail.com](mailto:mhkhang@hotmail.com). Please do not hesitate to ask questions. I will contact you to arrange a time and location for each interview.

I would like to thank you in advance for your consideration of becoming a participant in this study.

Thank you,  
May H. Khang  
(828) 238-3649

## Invitation Letter - Hmong

Nyob zoo

Kuv yog Maiv H. Khaab lossis nam Ntxoov Npis Khaab, kuv yog ib tug Admission Counselor rua lub tsev kawm ntawv Catawba Valley Community College nyob Hickory, North Carolina. Kuv tau koj lub npe lug ntawm tug saib kev kawm ntawv Aaskiv. Kuv xaa dlaim ntawv nuav tuaj caw hab thov koj kev paab rua kuv kev kawm ntawv. Thov koj nyeem dlaim ntawv nuav kuam taag ua ntej koj txav txim sab saib koj puas txaus sab paab kuv.

Kuv taabtom kawm yuav kuv dlaim doctor rua phaab kev kawm ntawv lossis Education. Ua ntej yuav kawm taag hab tau txais dlaim degree, kuv yuav tsum tau sau ib phoo ntawv hu ua dissertation. Lub ntsab lug ntawm kuv phoo ntawv yog xaav paub saib yog vim lecaag cov tuabneeg kws najnub moog kawm ntawv Aaskiv lossis hu tas Adult Basic Education (ABE) lossis English as Second Language (ESL) pheej kawm tsi dlau moog rua qeb sab kws yog General Education Diploma (GED) lossis kawm asxij xws le: khu tshab, khu fai fab, khu asyees txas/kub hab lwm yaam.

Kuv xaa dlaim ntawv nuav tuaj caw koj lug paab ua ib tug kws yuav teb cov lug kws kuv npaaj yuav nug. Koj cov lug teb yuav paab rua kuv lug sau tau kuv phoo ntawv hab yuav lug paab teb saib yog vim lecaag es cov tub/ntxhais kawm ntawv Aaskiv txhaj le pheej kawm tsi taav.

Kev koomteg rua qhov dlejnum nuav yuav tsi muaj teebmeem rua koj le. Cov lug kws kuv yuav xaam phaj koj yuav muab kaw rua dlaim roj maab hab rua yog wb txhaj le paub xwb. Vim yuav tsi pub lwm tug tuabneeg paub koj npe, kuv yuav muab dlua ib lub npe tshab rua koj.

Kuv vaam hab casab tas koj yuav txaus sab paab kuv. Yog koj muaj lug nug los thov xob ua sab dleb es hu xuvtooj rua kuv. Yog koj txaus sab paab nuav los thov hu xuvtooj rua kuv paub es txhaj le paub npaaj lub sijhawm tuaj moog sibntsib. Kuv tug xuvtooj yog (828) 238-3649 lossis kuv tug email [mhkhng@hotmail.com](mailto:mhkhng@hotmail.com).

Ua tsaug,  
Maiv H. Khaab/Nam Ntxoov Npis Khaab  
(828) 238-3649

## Invitation Letter - Spanish

Estimado Señor/Señora:

Mi nombre es May H. Khang y soy un consejero de admisión de arte Catawba Valley Community College en Hickory, Carolina del Norte. Su nombre me fue dado como un potencial participante en un estudio de investigación de la Directora de la educación básica para adultos. Te mando esta carta para invitarte a tu participación en un estudio de doctorado. Por favor tome un momento para leer esta información siguiente antes de su consideración a participar en este estudio. Siéntase libre para contactarte conmigo para aclarar si tiene preguntas.

Estoy llevando a cabo un estudio de investigación para mi doctorado sobre los trabajadores desplazados con bajas habilidades académicas y su reconversión en un Community College en Carolina del Norte occidental a través de Universidad de Walden. Un requisito para este grado es realizar un estudio de investigación para averiguar por qué bajos trabajadores desplazados académicos no avanzado más allá de la educación básica para adultos en alta tecnología capacitación de programas a programas curriculares ocasionando un diploma o grado Associates.

Esta carta es enviada a usted con la esperanza de que estén dispuestos a participar en este estudio de investigación. Este estudio requiere que los estudiantes de educación básica para adultos que son alumnos en un colegio comunitario. Como un participante, usted será entrevistado y le pedirá que revise la transcripción de entrevistas para la exactitud de sus respuestas. Los entrevistados llevará a cabo en un lugar neutral y serán a su conveniencia. Las entrevistas se llevará unos 30 minutos y se registrarán. Siempre se enviará una copia de las preguntas de la entrevista al participante antes de la entrevista real.

No existen riesgos personales o físicos para anticipar en este estudio de investigación. Para proteger la privacidad de los participantes, Voy a asignar nombres ficticios a cada persona a mantener la confidencialidad. Es con profunda gratitud a tener su ayuda en la búsqueda de las razones por qué habilidades académicas estudiantes no avanzar más allá de clases EBA y la transición a los empleos de alta tecnología de la habilidad.

Si usted decide participar, por favor comunicarse conmigo al (828) 238-3649 o correo electrónico mhkhang@hotmail.com. No vacile por favor preguntar. Me comunicare con usted para concertar una hora y lugar para la entrevista. Me gustaría darle las gracias por adelantado para usted en este estudio.

Gracias, May H. Khang, (828) 238-3649

## Invitation Letter - Vietnamese

Thân gửi ông/ bà

Tôi tên là May (My) H. Khang và tôi là người cố vấn ở Catawba Valley Community College ở Hickory, North Carolina. Tên của bạn được chọn để tham gia trong một việc học nghiên cứu bởi người hướng dẫn của giáo dục căn bản cho thanh niên ( Adult Basic Education – ABE ). Tôi gửi cho bạn lá thư này để mời bạn tham gia vào chương trình học tiến sĩ của tôi. Vui lòng dành 1 chút thời gian để đọc những thông bên dưới trước khi bạn quyết định tham gia vào chương trình học này. Bạn có thể liên hệ cho tôi nếu bạn có những câu hỏi. Tôi hy vọng bạn sẽ xem xét về việc tham gia vào việc học nghiên cứu này.

Tôi hiện đang tham gia vào một chương trình học nghiên cứu cho bằng tiến sĩ của tôi trên những người lao động với trình độ học vấn thấp và sự đào tạo lại của họ ở Community College ở Western North Carolina thông qua Walden University được đặt ở St. Paul, MN. Một nhu cầu của bằng học này là để chỉ đạo việc học nghiên cứu. Tôi đã lựa chọn để tìm hiểu tại sao những người lao động với học vấn thấp không được đề xuất vượt qua chương trình giáo dục căn bản cho thanh niên (ABE) để đến với chương trình đào tạo công nghệ cao hoặc là những chương trình giảng dạy mà dẫn đến bằng cấp chứng chỉ hoặc là bằng liên thông.

Việc học này đòi hỏi học viên của chương trình giáo dục căn bản cho thanh niên (ABE) người mà đang học ở Community College và hiện tại không có việc làm. Là một tham gia, bạn sẽ được phỏng vấn 2 lần trong kì học tới. Cuộc phỏng vấn sẽ được lựa chọn ở nơi phù hợp cho bạn. Mỗi cuộc phỏng vấn sẽ rơi vào khoảng từ 30 đến 45 phút và sẽ được thu âm.

Để bảo vệ cho sự riêng tư của bạn, tôi sẽ đưa ra 1 cái tên giả cho mỗi người. Tôi chân thành cảm ơn sự giúp đỡ của bạn trong việc tìm kiếm những thử thách cho những học viên với kiến thức thấp mà không được đề xuất vượt qua những lớp học của giáo dục căn bản cho thanh niên. Việc học này sẽ giúp những học viên đó chuyển giao sang những chương trình đào tạo cho những công việc với công nghệ cao hơn.

Bạn có thể liên hệ cho tôi thông qua số điện thoại (828) 238-3649 hoặc địa chỉ email của tôi [Mhkhang@hotmail.com](mailto:Mhkhang@hotmail.com) nếu bạn có những câu hỏi. Tôi sẽ liên hệ cho bạn trong vòng 3 ngày sau khi bạn nhận được lá thư này để sắp xếp thời gian và địa điểm cho cuộc gặp mặt giữa tôi và bạn.

Tôi chân thành cảm ơn cho sự lựa chọn của bạn trong việc tham gia vào việc học này.

May H. Khang  
(828) 238-3649



## Appendix B

### Phone Script-English

Q1: Good (Morning, afternoon, evening). May I speak with \_\_\_\_\_?

Q3: Did you receive this letter?

<p>A: Yes. (Go to Q4)</p>	<p>A: No. Q3a: Would you like me to read my copy of the letter to you over the phone so you don't have to look for yours? Also, I can send you another copy.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 50%; padding: 2px;"> <p>A: Yes Great. Then let me start. (Read copy of letter, then go to next question Q5)</p> </td> <td style="width: 50%; padding: 2px;"> <p>A:No</p> </td> </tr> </table>	<p>A: Yes Great. Then let me start. (Read copy of letter, then go to next question Q5)</p>	<p>A:No</p>	<p>A: I don't know Q3a1: Would you prefer to get another copy in the mail before we talk more?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 50%; padding: 2px;"> <p>A: Yes Fine. I will put another copy in the mail today. I will call you back on (state day and time) Good bye (End call.)</p> </td> <td style="width: 50%; padding: 2px;"> <p>A:No (Go to Q3a2 next)</p> </td> </tr> </table> <p>Q3a2 Would you like me to read the letter to you over the phone? Also, I can send you another copy for you to look at.?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 50%; padding: 2px;"> <p>A: Yes Great! (Read the letter, then proceed to Q5)</p> </td> <td style="width: 50%; padding: 2px;"> <p>A:No (Go to Q3a3 next)</p> </td> </tr> </table> <p>Q3a3 What do you want to do? There is no obligation to participate. (This part will have to be answered on a case by case basis. When finished, proceed to Q4 or Q5)</p>	<p>A: Yes Fine. I will put another copy in the mail today. I will call you back on (state day and time) Good bye (End call.)</p>	<p>A:No (Go to Q3a2 next)</p>	<p>A: Yes Great! (Read the letter, then proceed to Q5)</p>	<p>A:No (Go to Q3a3 next)</p>
<p>A: Yes Great. Then let me start. (Read copy of letter, then go to next question Q5)</p>	<p>A:No</p>							
<p>A: Yes Fine. I will put another copy in the mail today. I will call you back on (state day and time) Good bye (End call.)</p>	<p>A:No (Go to Q3a2 next)</p>							
<p>A: Yes Great! (Read the letter, then proceed to Q5)</p>	<p>A:No (Go to Q3a3 next)</p>							

Q4: Did you have a chance to read the letter, yet?

<p>A: Yes (Go to Q5)</p>	<p>A:No Q4a: Would you like me to read my copy of the letter to you over the phone so you don't have to look for your copy?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 50%; padding: 2px;"> <p>A: Yes Great. Then let me start. (Read copy of letter, then go to next question Q5)</p> </td> <td style="width: 50%; padding: 2px;"> <p>A:No Okay. (Go to Q5)</p> </td> </tr> </table>	<p>A: Yes Great. Then let me start. (Read copy of letter, then go to next question Q5)</p>	<p>A:No Okay. (Go to Q5)</p>
<p>A: Yes Great. Then let me start. (Read copy of letter, then go to next question Q5)</p>	<p>A:No Okay. (Go to Q5)</p>		

Q5: Do you have any questions about the study or being a participant that I can answer for you right now?

A: Yes This part will have to be answered on a case by case basis or deferred to the explanation.)	A:No Great. Go to explanation.
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EXPLANATION: Let me explain what will happen if you decide to come in for a meeting. The first part of the meeting will take about 15 to 20 minutes. First, I will explain the study in full and answer your questions. Second, we will discuss the Informed Consent Form. If you agree to participate, you will sign this form. If you decide not to participate, the meeting is over and you may leave. If you decide to participate, the rest of the meeting will take about an hour. You will be asked to answer 11 questions about your experience at CVCC. Then you will be finished with your part of the study.

Q6: Would you be willing to come in for this individual meeting? We will meet at the CVCC Career Center in the Student Center Building.

A: Yes Thank you so much.	A:No Okay. Thank you for listening. If you should change your mind, please feel free to call me at the number on the letter. That number is 828-238-3649
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Q7: Is there a day and/or time that is best for you to meet with me? Remember, this meeting can take as little as 15 to 20 minutes and as much as 1 hour and 30 minutes.

A: Yes Q7a: Which days and times.	A:No Great. (Go to Q8.)	A: It doesn't matter. Great. (Go to Q8.)
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Q8: I have three (3) possible appointments. (Read three different appointment times that are available.) Which one suits your schedule?  
Monday thru Friday at 9 AM, 10 AM, or 11 AM

Thank you so much for speaking with me. I look forward to meeting you on (state day, date, and time chosen.) Good bye.

Phone Script – Hmong

Q1: Nyob zoo. Kuv xaav thaam nrug\_\_\_\_\_?

<p>A: Tog mivntsiv Ua tsaug</p>	<p>A: Nwg tsi nyob tsev lawm Q1a: Thaum twg nwg le maam lug tsev? Ua tsaug. (Rov has lub sijhawm &amp; vaavthib rua tug tuabneeg kws txais xuvtooj) kuv maam le rov hu rua nwg. Sisntsib dlua. (Xaus kev thaam xuvtooj)</p>
-------------------------------------	---

Q2: Nyob zoo\_\_\_\_\_. Koj puas muaj sijhawm nrug kuv thaam ib plag? Lossis yuav teem sijhawm rua lwm zag?

<p>A: Muaj sijhawm thaam tau Kuv yog May Khang. Kuv hu tuaj noog saib koj puas tau txais kuv dlaim ntawv kws xaa tuaj rua koj ob peb nub dlhau lug lawm. Yog ib dlaim ntawv caw saib koj puab xyeej sijhawm paab kuv ua ib teg dlejnum ntawm kuv txuj kev kawm ntawv. Kuv taabtom kawm yuav kuv dlaim doctor ntawm lub tsev kawm ntawv hu ua Walden University.</p>	<p>A: Tsi muaj sijhawm thaam Q2a: Lub sijhawm twg txhaj le yuav zoo rua koj? Ua le ntawv. (Rov has lub caij nyoog kws teem ca yuav sisthaam) kuv le maam rov hu rua koj. Ua tsaug. Maam le nrug koj thaam lwm zag. Nyob zoo.</p>
---	--

Q3: Koj puas tau txais dlaim ntawv?

<p>A: Tau txais lawm (moog rua nqai 4)</p>	<p>A: Tsi tau txais Koj puas xaav kuam kuv nyeem dlaim ntawv rua koj noog? Kuv maam le xaa dlua ib dlaim tuaj rua koj los tau.</p> <table border="1" data-bbox="503 1375 852 1785"> <tr> <td data-bbox="503 1375 714 1785"> <p>A: Nyeem los tau Ua le ntawd. Ca kuv nyeem dlaim ntawv (Nyeem dlaim ntawv taag ces moog nug rua nqai 5) (Q5)</p> </td> <td data-bbox="714 1375 852 1785"> <p>A: Tsi nyeem los tau</p> </td> </tr> </table>	<p>A: Nyeem los tau Ua le ntawd. Ca kuv nyeem dlaim ntawv (Nyeem dlaim ntawv taag ces moog nug rua nqai 5) (Q5)</p>	<p>A: Tsi nyeem los tau</p>	<p>A: Kuv tsi paub sov puas tau txais Q3a1: Koj puas xaav kuam kuv xaa dlua ib dlaim tuaj rua koj ua ntej wb sisthaam?</p> <table border="1" data-bbox="933 1333 1307 1785"> <tr> <td data-bbox="933 1333 1161 1785"> <p>A: Ua le ntawd, xaav dlua ib dlaim tuaj. Kuv maam le xaa dlua ib dlaim tuaj. Kuv maam rov hu rua koj (has lub sijhawm) Nyob zoo (Xaus kev thaam)</p> </td> <td data-bbox="1161 1333 1307 1785"> <p>A:Tsi xaa los tau (Moog rua nqai Q3a2)</p> </td> </tr> </table> <p>Q3a2 Koj puas xaav kuam kuv nyeem dlaim ntawv rua koj noog?</p>	<p>A: Ua le ntawd, xaav dlua ib dlaim tuaj. Kuv maam le xaa dlua ib dlaim tuaj. Kuv maam rov hu rua koj (has lub sijhawm) Nyob zoo (Xaus kev thaam)</p>	<p>A:Tsi xaa los tau (Moog rua nqai Q3a2)</p>
<p>A: Nyeem los tau Ua le ntawd. Ca kuv nyeem dlaim ntawv (Nyeem dlaim ntawv taag ces moog nug rua nqai 5) (Q5)</p>	<p>A: Tsi nyeem los tau</p>					
<p>A: Ua le ntawd, xaav dlua ib dlaim tuaj. Kuv maam le xaa dlua ib dlaim tuaj. Kuv maam rov hu rua koj (has lub sijhawm) Nyob zoo (Xaus kev thaam)</p>	<p>A:Tsi xaa los tau (Moog rua nqai Q3a2)</p>					

		<p>Hab kuv maam le xaa ib dlaim tuaj rua koj saib.</p> <table border="1"> <tr> <td>A: Nyeem los tau Ua le ntawd (Nyeem dlaim ntawv taag ces moog nug nqai 5)</td> <td>A: Tsi nyeem los tau (Moog rua nqai Q3a3)</td> </tr> </table> <p>Q3a3 Koj xaav lecaag? Tsi muaj tuabneeg yuam kuam koj paab. (Yog txug lub sijhawm zoo le nuav lawm, maam le teb lawv le cov lug nug tuaj. Yog thaam qhov nuav taag lawm ces moog nug rua nqai 4 lossis nqai 5)</p>	A: Nyeem los tau Ua le ntawd (Nyeem dlaim ntawv taag ces moog nug nqai 5)	A: Tsi nyeem los tau (Moog rua nqai Q3a3)
A: Nyeem los tau Ua le ntawd (Nyeem dlaim ntawv taag ces moog nug nqai 5)	A: Tsi nyeem los tau (Moog rua nqai Q3a3)			

Q4: Koj paus muaj sijhawm nyeem dlaim ntawv?

A: Nyeem taag lawm (Moog rua nqai 5)	<p>A: Tsi tau nyeem</p> <p>Q4a: Koj puas xaav kuam kuv nyeem dlaim ntawv rua koj noog?</p> <table border="1"> <tr> <td>A: Nyeem los tau Ca kuv nyeem dlaim ntawv. (Tom qaab kws nyeem dlaim ntawv taag ces moog rua nqai 5)</td> <td>A: Tsi nyeem los tau Ua le ntawd. (Moog rua nqai 5)</td> </tr> </table>	A: Nyeem los tau Ca kuv nyeem dlaim ntawv. (Tom qaab kws nyeem dlaim ntawv taag ces moog rua nqai 5)	A: Tsi nyeem los tau Ua le ntawd. (Moog rua nqai 5)
A: Nyeem los tau Ca kuv nyeem dlaim ntawv. (Tom qaab kws nyeem dlaim ntawv taag ces moog rua nqai 5)	A: Tsi nyeem los tau Ua le ntawd. (Moog rua nqai 5)		

Q5: Koj puas muaj lug nug txug cov lug kws tau teev rua huv dlaim ntawv? Yog koj muaj lug nug nuav kuv teb rua koj lub sijhawm nuav.

A: Kuv muaj lug nug Vim tsi paub saib cov lug nug yog yuav noog lecaag, yog le ntawd kuv maam le teb lawv le cov lug noog lub sijhawm ntawd.	A: Tsi muaj lug nug Yog tsi muaj lug nug ces ca kuv has pav saib yuav muaj dlaabtsi tshwmsim thaum wb sibtsib.
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EXPLANATION: Yuav siv sijhawm ntev 1 txoog teev hab 30 feeb le maam thaam taag txhua yaam. Thaum tuaj ua ke lawm, kuv le maam rov pav txug kuv txuj kev kawm ntawv kws yog lug tshawb nrhav saib puas yuav muaj lwm txuj kev paab cov namtsev hab txixtsev kuam puab yim fuab yuav kawm tau ntawv Aaskiv tom tsev kawm ntawv. Kuv le maam ho thaam txug dlaim ntawv tso cai. Tom qaab kws wb thaam taag ob yaam nuav lawm es yog koj txaus sab paab kuv nua ces koj maam suam npe rua dlaim ntawv tso cai. Tabsis yog koj tsi txaus sab paab nua ces kev sisthaam rua xaus le ntawd xwb.

Tabsis, yog koj txaus sab paab ces wb maam le thaam ntxiv. Kuv muaj 11 nqai lug yuav nug koj txug koj txuj kev kawm ntawv tom CVCC. Tom qaab kws koj teb cov lug nug taag lawm ces dlejnum rua taag le ntawd xwb.

Q6: Koj puas txaus sab tuaj nrug kuv thaam? Qhov chaw sisntsib yog nyob rua tom CVCC Career Center huv lug tsev hu ua Student Center.

A: Tuaj tau Ua tsaug	A: Tuaj tsi tau Tsi ua lecaag. Ua tsaug rua koj lub sijhawm. Yog koj ho xyeej caijnyoog tuaj nua los huv xuvtooj rua kuv. Tug xuvtooj yog 828-238-3649
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Q7: Koj puas muaj ib lub sijhawm kws zoo rua koj tuaj ntsib kuv? Tej zag lub sijhawm sisntsib yuav ntev le 15 rua 20 feeb xwb lossis 1 teev hab 30 feeb.

A: Muaj Q7a: Koj lub sijhawm yog lecaag	A:Tsi muaj (Moog rua nqai 8)	A: Lub sijhawm twg los tau moog rua nqai 8)
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Q8: Kuv muaj 3 lub sijhawm rua koj xaiv. (Nyeem cov sijhawm.) Lub sijhawm twg zoo rua koj?

Cov sijhawm yog nub Monday txug rua Friday thaum 9 teev, 10 teev, lossis 11 teev thaum sawv ntxuv.

Ua tsaug rua koj lub sijhawm nrug kuv thaam. Kuv maam le ntsib koj rua nub (has lub sijhawm kws tau teem tseg). Nyob zoo.

Phone Script - Spanish

Q1: Buenas (días, tardes, noches). ¿Puedo hablar con \_\_\_\_\_?

A: Sí	A: No. Él/ella no se encuentra.
Gracias	Q1a: ¿Cuándo sería un buen momento para volver llamar? Gracias. (Repetir hora y fecha a la persona que contesto el teléfono) Entonces le volveré a llamar. Adiós. (Terminar la llamada).

Q2: Hola, Sr./Sra./Señorita \_\_\_\_\_. Es este un buen momento para hablar durante unos minutos o cuando sería un mejor tiempo?

A: Sí Mi nombre es May Khang. Estoy llamando sobre una carta que debió haber recibido en los últimos tres días. Era una invitación a participar en un estudio de investigación que estoy haciendo. Soy una estudiante de doctorado en la Universidad de Walden.	A: No Q2a: En qué momento es más conveniente para usted? Excelente. (Repetir tiempo y fecha al candidato) Entonces le volveré a llamar. Gracias. Deseo poder hablar con usted. Adiós.
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Q3: Recibistes la carta?

A: Sí. (Seguir a Q4)	A: No. Q3a: ¿Quiere que lea mi copia de la carta por teléfono así que no tienes que buscar la suya? Además, le puedo enviar otra copia.	A: Yo no se Q3a1: Preferiría recibir otra copia por correo antes de que hablamos?			
	<table border="1"> <tr> <td>A: Sí Perfecto. Entonces, permítame comenzar. (Lee la copia de la carta y luego ir a la siguiente pregunta(Q5))</td> <td>A:No</td> </tr> </table>	A: Sí Perfecto. Entonces, permítame comenzar. (Lee la copia de la carta y luego ir a la siguiente pregunta(Q5))	A:No	<table border="1"> <tr> <td>A: Sí Bien. Le voy a mandar otra copia por correo. Le llamaré el (establecer día y hora) Adiós (llamada final).</td> <td>A:No (Seguir a Q3a2)</td> </tr> </table>	A: Sí Bien. Le voy a mandar otra copia por correo. Le llamaré el (establecer día y hora) Adiós (llamada final).
A: Sí Perfecto. Entonces, permítame comenzar. (Lee la copia de la carta y luego ir a la siguiente pregunta(Q5))	A:No				
A: Sí Bien. Le voy a mandar otra copia por correo. Le llamaré el (establecer día y hora) Adiós (llamada final).	A:No (Seguir a Q3a2)				
		Q3a2 ¿Quiere que le lea la carta por teléfono? Además, le puedo enviar otra copia para que la vea?			
		<table border="1"> <tr> <td>A: Sí ¡Qué Bueno!</td> <td>A:No (Seguir a</td> </tr> </table>	A: Sí ¡Qué Bueno!	A:No (Seguir a	
A: Sí ¡Qué Bueno!	A:No (Seguir a				

		(Lea la carta y luego proceder a Q5)	Q3a3
Q3a3 ¿Qué desea hacer? No hay ninguna obligación de participar. (Esta parte tendrá que ser respondida basada en caso por caso. Cuando alla terminado, proceder a Q4 o Q5)			

Q4: Tuvo oportunidad de leer la carta?

A: Sí . (Seguir a Q5)	A:No Q4a: ¿Quiere que lea mi copia de la carta por teléfono así que no tiene que buscar la suya?		
	<table border="1"> <tr> <td>A: Sí Perfecto. Entonces, permítame comenzar. (Leer la copia de la carta y luego ir a la siguiente pregunta Q5)</td> <td>A:No Está bien. (Seguir a Q5)</td> </tr> </table>	A: Sí Perfecto. Entonces, permítame comenzar. (Leer la copia de la carta y luego ir a la siguiente pregunta Q5)	A:No Está bien. (Seguir a Q5)
A: Sí Perfecto. Entonces, permítame comenzar. (Leer la copia de la carta y luego ir a la siguiente pregunta Q5)	A:No Está bien. (Seguir a Q5)		

Q5: ¿Tiene alguna pregunta sobre el estudio o ser un participante que yo pueda responder por usted?

A: Sí Esta parte tendrá que ser respondida basada en caso por caso o diferido a la explicación.)	A:No Perfecto. (Ir a la explicación).
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**EXPLICACIÓN:** Déjeme explicarle lo que sucederá si usted decide venir a una reunión. La primera parte de la reunión tomara unos 15 a 20 minutos. En primer lugar, le explicare el estudio en su totalidad y responderé a sus preguntas. En segundo lugar, vamos a discutir el formulario de consentimiento de información. Si usted acepta participar, firmarán este formulario. Si decide que no quiere participar, la reunión habrá terminado y puede irse.

Si usted decide participar, el resto de la reunión se llevará alrededor de una hora. Se le pedirá responder 11 preguntas acerca de su experiencia en CVCC. Entonces usted habrá terminado con su parte del estudio.

Q6: ¿Estarías dispuesto a venir a esta reunión individual? Nos reuniremos en el centro de carreras de CVCC en el edificio central estudiantil, en cualquier día de lunes a viernes a las 9, 10 y 11 de la mañana

A: Sí.	A:No.
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Muchas Gracias.	Está bien. Gracias por escucharme. Si cambia su opinión, por favor siéntase libre de llamarme al número que aparece en la carta. El número es 828-238-3649.
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Q7. ¿Hay un día y hora que es mejor para que usted pueda reunirse conmigo? Recuerde que este encuentro puede tomar tan poco como 15 a 20 minutos y tanto como 1 hora y media.

A: Sí Q7a: Qué día y hora.	A:No Está bien. (Seguir a Q8.)	A: No importa. Qué Bueno. (Seguir a Q8.)
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Q8: Tengo 3 tres posibles citas. (Leer las tres diferentes citas que están disponibles.)  
¿Qué horario es mejor para usted?

Gracias por haber hablado conmigo. Estoy deseando conocerle (establecer día, fecha y hora elegida). Adiós.



## Phone Script – Vietnamese

Q1: Xin chào. Làm ơn, cho tôi xin gặp?

A: Vâng. cảm ơn bạn.	A: Không. Ông / Bà không có ở đây Q1a: Khi nào sẽ là thời điểm tốt để gọi lại? Cảm ơn bạn. (Lặp lại thời gian và ngày cho người trả lời điện thoại) tôi sẽ gọi lại sau đó. Tạm biệt. (Kết thúc cuộc gọi.)
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Q2 Chào bạn. Tôi muốn nói chuyện với bạn một chút bạn có thời gian không?

A Vâng. Tôi tên là: May Khang cách đây hai, ba hôm tôi có gửi một cái thiệp mời cho bạn, nhưng không biết bạn có được nhận hay không. Tôi muốn nhờ bạn giúp đỡ một việc trông sự học tập của tôi. Tôi đang học lấy bằng Tiến Sĩ trong trường Walden University	A: Không. Q2a: Tôi có thể gọi lại cho bạn vào thời gian nào? Tuyệt vời. (Lặp lại thời gian và ngày để ứng viên) tôi sẽ gọi lại cho bạn sau đó. Cảm ơn bạn. Tôi mong muốn được nói chuyện với bạn. Tạm biệt
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Q3: Bạn có nhận được lá thư này không?

A: Vâng. (Tới Q4)	A: Không. Q3a: Bạn có muốn tôi đọc lá thư cho bạn qua điện thoại không?, do đó bạn không cần phải tìm kiếm. Ngoài ra, tôi có thể gửi cho bạn một bản sao.	A: Tôi không biết. Q3a1: Bạn có muốn tôi gửi lại một bản sao như thư trước. Khi chúng tôi nói chuyện không?
	A: Vâng. Tuyệt vời. Tôi xin bắt đầu. (Đọc bản sao của lá thư, sau đó đi đến câu hỏi tiếp theo Q5 Q5)	A: không (Tới Q3a2 tiếp theo)
	A: Không cần đọc	A Vâng. Tuyệt vời! (Đọc lá thư)
		Q3a2 Q3a2 Bạn có muốn tôi đọc lá thư cho bạn qua điện thoại không? Ngoài ra, tôi có thể gửi cho bạn một bản sao để bạn có thể xem xét.?
		A: không (Tới Q3a3 tiếp theo)
		Q3a3 Bạn nghĩ gì? nếu không có nghĩa vụ tham gia. (Phần này sẽ phải được trả lời trên cơ sở từng trường hợp. Khi hoàn tất, tiến hành Q4 hoặc Q5)

Q4: Bạn đã đọc thư chưa?

A: Vâng . (Tới Q5)	A: Không. Q4a: Bạn có muốn tôi đọc bản sao của tôi về lá thư cho bạn nghe qua điện thoại không? do đó bạn không cần phải tìm kiếm		
	<table border="1"> <tr> <td data-bbox="496 432 1065 575">A: Vâng. Tuyệt vời. Cho tôi xin bắt đầu. (Đọc bản sao của lá thư, sau đó đi đến câu hỏi tiếp theo theo Q5)</td> <td data-bbox="1065 432 1404 575">A: Không. Không cần. (Tới Q5)</td> </tr> </table>	A: Vâng. Tuyệt vời. Cho tôi xin bắt đầu. (Đọc bản sao của lá thư, sau đó đi đến câu hỏi tiếp theo theo Q5)	A: Không. Không cần. (Tới Q5)
A: Vâng. Tuyệt vời. Cho tôi xin bắt đầu. (Đọc bản sao của lá thư, sau đó đi đến câu hỏi tiếp theo theo Q5)	A: Không. Không cần. (Tới Q5)		

Q5: Bạn có thắc mắc gì trong các câu hỏi trên không? Nếu có tôi sẽ thể trả lời bạn bây giờ

A: Vâng. Phần này sẽ phải được trả lời trên cơ sở từng trường hợp hoặc hoãn lại để giải thích.)	A: không. Tuyệt vời. Đến lời giải thích
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EXPLANATION Hãy để tôi giải thích những gì sẽ xảy ra nếu bạn quyết định đến dự cuộc họp. Phần đầu tiên của cuộc họp sẽ mất khoảng 15 đến 20 phút. Trước tiên, tôi sẽ giải thích nghiên cứu đầy đủ và trả lời câu hỏi của bạn. Thứ hai, chúng tôi sẽ thảo luận về Mẫu Ứng Thuận có thông tin. Nếu bạn đồng ý tham gia, bạn sẽ ký vào mẫu này. Nếu bạn quyết định không tham gia, cuộc họp kết thúc và bạn có thể đi. Nếu bạn quyết định tham gia, phần còn lại của cuộc họp sẽ mất khoảng một giờ. Bạn sẽ trả lời 11 câu hỏi về kinh nghiệm của bạn tại CVCC. Sau đó, bạn sẽ được hoàn thành và ra đi

Q6 : Bạn có sẵn sàng để đến dự cuộc họp cá nhân này không? Chúng tôi sẽ gặp nhau tại CVCC Career Center in the Student Center building.

A: Vâng. Cảm ơn bạn rất nhiều	A Không. Không sao. Cảm ơn bạn đã lắng nghe tôi. Nếu bạn thay đổi ý của bạn, xin vui lòng gọi cho tôi theo số điện thoại trên thư. Số điện thoại là: 828-238-3649
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Q7. Bạn có thời gian nào rảnh để đến gặp tôi không? Hãy nhớ rằng, cuộc họp này có thể mất ít nhất là 15 đến 20 phút. Nếu nhiều hơn là 1 tiếng và 30 phút.

A: vâng. Q7a: Những ngày giờ nào?	A: không. Tuyệt vời. (Tới Q8.)	A: Nó không quan trọng. Tuyệt vời. (Tới Q8)
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Q8 Tôi có ba cuộc hẹn khác nhau. Trong ba cuộc hẹn này là cuộc hẹn nào phù hợp với thời gian của bạn.

Thứ Hai đến thứ Sáu lúc 9:00, 10:00, hoặc 11:00

Cảm ơn bạn rất nhiều vì đã dành thời gian nói chuyện với tôi. Tôi mong sẽ được gặp bạn vào ( ngày tháng, và thời gian trên.) Tạm biệt.

## Appendix C

### Consent Form-English

You are invited to take part in a research study of why low academic skills displaced workers do not advance beyond Adult Basic Education (ABE) classes. You were chosen for the study because of your enrollment in the ABE classes. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named May H. Khang, who is a doctoral student at Walden University. May is an Admission Counselor and she works in Student Services on the main campus of Catawba Valley Community College (CVCC).

#### **Background Information:**

The purpose of this study is to explore why few displaced workers with low academic skills advance beyond ABE classes to curriculum programs leading to a diploma (45-48 credit hours) or a degree (65-75 credit hours).

#### **Procedures:**

If you agree to be in this study, you will be asked to:

- Read and sign this consent form.
- Participate in an individual interview, approximately 30 minutes, at a convenient location

#### **Voluntary Nature of the Study:**

Your participation in this study is voluntary. This means that everyone will respect your decision of whether or not you want to be in the study. No one at CVCC or at Walden University will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind during the study. If you feel stressed during the study you may stop at any time. You may skip any questions that you feel are too personal.

#### **Risks and Benefits of Being in the Study:**

There are no anticipated physical risks to the participants in this proposed study. The only risk involved with this proposed study is the possibility that your answers to the interview questions may be considered sensitive. Therefore, the researcher will randomly replace your name with a code to all your responses to maintain your confidentiality. The benefit of participating in this study is the results gathered during this study will provide important information to local stakeholders (e.g., employers) because of the focus on displaced adult workers with minimal academic skill sets (i.e., a subset of employees). The results can provide CVCC and other community colleges a variety of best practices for teaching this group and the opportunity to review and revise current methods and services. The study may provide helpful information used to be an addition to the body

about knowledge of educational methodologies for adult learners. Furthermore, local human resources employers can benefit from the results detail the process these adult students must complete to remain active in the workforce.

**Compensation:**

There is no compensation for participation in this study.

**Confidentiality:**

Any information you provide will be kept confidential. The researcher will not use your information for any purposes outside of this research study. Also, the researcher will not include your name or anything else that could identify you in any reports of the study.

**Contacts and Questions:**

The researcher's name is May H. Khang. The researcher's faculty advisor is Dr. Kimberly Strunk. You may ask any questions you have now. Or if you have questions later, you may contact the researcher via 828-238-3649 or may.khang@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden University's approval number for this study is **09-25-13-0127642** and it expires on **09/24/14**. The researcher will give you a copy of this form to keep.

**Statement of Consent:**

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I am agreeing to the terms described above.

Printed Name of Participant	
Date of consent	
Participant's Written or Electronic* Signature	
Researcher's Written or Electronic* Signature	

Electronic signatures are regulated by the Uniform Electronic Transactions Act. Legally, an "electronic signature" can be the person's typed name, their email address, or any other identifying marker. An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically.

### Consent Form – Hmong

Kuv xaa dlaim ntawv nuav tuaj thov kev paab rua ib teg dlejnum ntawm kuv txuj kev kawm ntawv. Lub ntsab lug ntawm kuv kev kawm yog xaav paub saib yog vim lecaag cov tuabneeg kws najnub moog kawm ntawv Aaskiv lossis hu tas Adult Basic Education (ABE) pheej kawm tsi dlau moog rua qeb sab kws yog General Education Diploma (GED) lossis kawm asxij xws le: khu tsheb, khu fai fab, khu asyees txas hab cua kub hab lwm yaam. Vim koj yog ib tug kws taabtom kawm ntawv Aaskiv, kuv txhaj le sau dlaim ntawv nuav tuaj caw koj. Dlaim ntawv nuav yog ntawv tso cai lossis “informed consent” kuam koj totaub txug kuv txuj kev kawm ua ntej koj txav txim sab lug paab.

Qhov kev tshawb rhav xaav paub saib yog vim lecaag cov tuabneeg kws najnub moog kawm ntawv Aaskiv lossis hu hastas Adult Basic Education (ABE) pheej kawm tsi dlau moog rua qeb sab kws yog General Education Diploma (GED) lossis kawm asxij yog lug ntawm ib tug namtsev hu ua Nam Ntxoov Npis Khaab lossis Maiv H. Khaab kws yog ib tug taabtom kawm yuav nwg dlaim doctoral degree nyob rua lub tsev kawm ntawv hu ua Walden University. Maiv ua dlejnum nyob rua lub tsev kawm ntawv hu ua Catawba Valley Community College (CVCC) hab nwg yog ib tug Admission Counselor.

#### **Keebkwm:**

Kev tshawb nrhav ntawm qhov kev kawm nuav yog xaav paub saib yog vim lecaag cov tuabneeg kws najnub moog kawm ntawv Aaskiv lossis hu tas Adult Basic Education (ABE) pheej kawm tsi dlau moog rua qeb sab kws yog General Education Diploma (GED) lossis kawm asxij xws le: khu tsheb, khu fai fab, khu asyees txas hab cua kub hab lwm yaam, hab dlau moog kawm yuav diploma kws yog siv ib xyoos kawm (45-48 credit hours) lossis degree kws yog siv ob xyoos kawm (65-67 credit hours).

#### **Yuav pib lecaag:**

Yog koj txaus sab paab, koj yuav tau ua ob peb yaam le nraag qaab nuav:

- Nyeem hab suam npe rua dlaim ntawv tso cai nuav
- Txaus sab siv sijhawm le ntawm 30 feeb tuaj xaamphaj

#### **Kev paab:**

Koj paab lug ntawm lub sab dlawb paug, tsi muaj leejtwg yuaj kuam koj yuavtsum paab. Txawm yog koj txav txim sab tsi kaam paab teg dlejnum nuav los tsi muaj tuabneeg yuam tau koj. Thaum koj tuaj xaamphaj, yog muaj tej yaam kws koj tsi xaav teb los tsi ua lecaag.

#### **Yaam zoo rua kev paab:**

Nam Ntxoov Npis Khaab yuav muab ib tug leb (number) rua koj lub npe vim tsi xaav pub kuam tuabneeg paub hastas koj yog leejtwg. Kev tshawb nrhav nuav yuav paab tau cov kawm kuam kawm dlhau hoob ABE moog kawm rua qeb sab. Tsi taag le ntawd xwb, tseem yuav paab cov companies kuam muaj kev koomteg nrug lub tsev kawm ntawv

CVCC lug qha dlejnum rua cov tuabneeg kws tseem kawm tsi tau dlhau hoob ABE kuam puab muaj peevxwm kawm tau dlejnum tshab hab muaj laj muaj kaam ua.

**Them nqe:**

Koj kev paab yog paab dlawb xwb tsi muaj nyaj them.

**Txwv tsi pub thaam rua lwm tug noog:**

Txhua yaam kws koj has yuav muab ceev hab tsi pub lwmtug tuabneeg nov. Txhua yaam kws koj tau thaam tsuas yog tshwjxeeb rua qhov kev kawm nuav nkaus xwb.

**Yog muaj lug nug:**

Tug namtsev kws kawm ntawv yog Maiv H. Khaab. Nwg tug tuavxaam yog Dr. Kimberly Strunk. Yog koj muaj lug xaav nug los nug tau lub sijhawm nuav. Maiv H. Khaab tug xuvtooj yog (828) 238-3649 hab tug email yog [may.khang@waldenu.edu](mailto:may.khang@waldenu.edu). Yog koj xaav nrug cov thaajkhu nyob rua lub tsev kawm ntawm thaam txug koj kev paab qhov dlejnum nuav los hu tau rua Dr. Leilani Endicott, xuv tooj yog 1- 800-925-3368, Extension 1210. Walden tso cai tug naajnpawb yog 09-25-13-0127642, tug naajnpawb nuav yuav xaus rua lub 09/24/14. Maiv H. Khaab maam luaj ib dlaim ntawv nuav rua koj.

**Ntawv cog lug:**

Kuv tau nyeem txhua yaam nyob hu dlaim ntawv nuav. Kuv xaav hastas kuv totaub kev kws kuv yuav paab lecaag. Kuv txas txim sab suam kuv lub npe hab yuav ua lawv nraim le cov lug tau has sau nuav.

<b>Sau Koj Lub Npe</b>	
<b>Sau Nub Suam Npe</b>	
<b>Suam Koj Lub Npe</b>	
<b>Maiv H. Khaab Npe</b>	

Txuj cai kws suam npe rua tej ntaub ntawv kws muab xaa huv koospvtawj moog moog lug lug yog nyob huv qaab kev tswjfw m ntawm Uniform Electronic Transactions Act. Suam npe huv koospvtawj los yeej zoo ib yaam le suam npe tim nrej tim muag yog tug xaa hab tug txais pum zoo.

## Consent Form – Spanish

Tú estas invitado a participar en un estudio de investigación de por qué los trabajadores desplazados bajo habilidades académicas no avanzar más allá de las clases de Educación Básicos para Adultos (EBA). Seleccionado para el estudio debido a tú inscripción en las clases de EBA. Este formulario es parte de un proceso llamado “consentimiento informado” para que pueda entender este estudio antes de tomar decision

Este estudio está llevando a cabo un investigador llamado May H. Khang, quién es un estudiante de doctorado en la Universidad de Walden. May es un consejero de admisión y trabaja en los servicios de estudiantes en el campus principal de Catawba Valley Community College (CVCC).

### **Información de fondo**

El propósito de este estudio es explorar por qué pocos trabajadores desplazados con bajas habilidades académicas avanzar más allá de las clases a programas de currículo ocasionando un diploma (45 a 48 horas de crédito) o grado (65 a 75 horas de crédito).

### **Procedimientos:**

Si usted acepta participar en este estudio, se le pedirá para

- Leer y firmar este formulario de consentimiento.
- Participar en una entrevista individual, aproximadamente 30 minutos, en un lugar conveniente.

### **Carácter voluntario del estudio**

Su participación en este estudio es voluntaria. Esto significa que todos respetarán su decisión sobre si o no desea participar en el estudio. Nadie en cvcc o en walden university le tratará diferente si no desea participar en el estudio. Si usted decide unirse al estudio ahora, todavía puede cambiar su mente en el estudio. Si usted siente estrés durante el estudio que puede detener en cualquier momento. Puede saltarse cualquier pregunta que usted se sienta son personales

### **Riesgos y Beneficios de Participar en este Estudio**

No existen riesgos físicos previstos al participante en esta propuesta de estudio. El único riesgo involucrado con el estudio de esta propuesta es la posibilidad de que sus respuestas a las preguntas de la entrevista pueden ser consideradas confidenciales. Por lo tanto, el investigador al azar reemplazará su nombre con un código para todas sus respuestas para mantener su confidencialidad. El beneficio de participar en este estudio es el resultado que se reunieron durante este estudio proporcionará información importante a interesados locales (por ejemplo, los empleadores) debido a la concentración en los trabajadores adultos desplazados con mínimo de habilidades académicas (es decir, un subconjunto de los empleados).

Los resultados pueden proporcionar una variedad de las mejores prácticas para la enseñanza de este grupo y la oportunidad de examinar y revisar los servicios y métodos



actuales a CVCC y otros colegios de la comunidad. El estudio puede proporcionar información útil que puede ser utilizado con conocimiento de metodologías educativas para estudiantes adultos.

### **Compensación**

No existe ninguna compensación por la participación en este estudio.

### **Confidencialidad**

Cualquier información que proporcione se mantendrá confidencial. El investigador no va a utilizar su información para ningún propósito fuera de este estudio de investigación. Además, el investigador no va a incluir su nombre o cualquier otra cosa que pudiera identificarle en los informes del estudio.

#### **Contactos y preguntas**

Nombre del investigador es May H. Khang. Asesor de servicio del investigador es Dr. Kimberly Strunk. Puedes preguntar cualquier pregunta que tiene ahora. O si usted tiene preguntas más adelante, puede comunicarse con el investigador por celular 828-238-3649 o por correo electrónico [maykhang@waldenu.edu](mailto:maykhang@waldenu.edu). Si desea hablar en privado sobre sus derechos de un participante, usted puede llamar a Dr. Leilani Endicott. Ella es la representante de la Universidad de Walden quien puede discutir esto con usted. Su número de teléfono es 1-800-925-3368, extensión 1210. El investigador le dará una copia de este formulario para mantener

#### **Declaración de consentimiento**

He leído la información anterior y creo que entiendo el estudio lo suficientemente bien como para tomar una decisión sobre mi participación. Al firmar abajo, yo estoy de acuerdo con los términos descritos anteriormente.

Nombre del participante	
Fecha de consentimiento	
Firma escrita o electrónica del participante	
Firma escrita o electrónica del Investigador	

Las firmas electrónicas son reguladas por la ley Uniforme de Transacciones Electrónicas. Legalmente, una "firma electrónica" puede ser el nombre escrito de una persona, su dirección de correo electrónico o cualquier otro marcador de identificación. Una firma electrónica es tan válida como una firma escrita, siempre y cuando ambas partes han acordado llevar a cabo la transacción electrónicamente.

## Consent Form – Vietnamese

Người lao động với kiến thức thấp và sự đào tạo lại của họ ở trường cao đẳng ở Western North Carolina

Bạn được mời để tham gia vào việc tìm hiểu tại sao những người lao động với kiến thức thấp không được đề xuất vượt qua những lớp học của giáo dục căn bản cho thanh niên.

Việc nghiên cứu này được thực hiện bởi May H. Khang, học viên cho bằng thạc sĩ ở Walden University. May là người cố vấn và làm việc ở Student Services ở Catawba Valley Community College (CVCC).

Mục đích của việc nghiên cứu này là để tìm hiểu xem tại sao chỉ có một số ít những người lao động với kiến thức thấp được đề xuất vượt qua những lớp học của giáo dục căn bản cho thanh niên để đến với những chương trình mà có thể dẫn đến chứng chỉ hoặc bằng cấp.

Nếu bạn đồng ý tham gia vào việc nghiên cứu này, bạn sẽ được hỏi để:

1. Đồng ý được quan sát trong lớp học trong kì học mùa thu hoặc mùa xuân của năm học 2013-2014
2. Tham gia vào cuộc phỏng vấn kéo dài khoảng 1 tiếng. Cuộc phỏng vấn sẽ được thực hiện ở nơi thuận tiện cho bạn. Bạn sẽ được hỏi 11 câu hỏi về trải nghiệm của bạn ở CVCC và trong những lớp học của bạn.

Việc tham gia vào chương trình này là tự nguyện. Nó có nghĩa là mọi người sẽ tôn trọng quyết định của bạn cho dù bạn có tham gia hay không. Không có ai ở CVCC hay Walden University sẽ đối xử với bạn khác đi nếu bạn quyết định không tham gia vào chương trình này. Nếu bạn quyết định tham gia ngay bây giờ, bạn vẫn có thể dừng lại trong quá trình nghiên cứu. Nếu bạn cảm thấy không thoải mái, bạn có thể dừng lại bất cứ lúc nào. Bạn có thể bỏ qua những câu hỏi mà bạn cảm thấy quá riêng tư.

Sẽ không có thiệt hại nào về thân thể cho người tham gia trong chương trình nghiên cứu này. Không có sự ép buộc tham gia; sự tham gia là hoàn toàn tự nguyện. Có

thể bạn sẽ cảm thấy 1 chút áp lực vì bạn còn xa lạ với môi trường mới, và cuộc sống mới ở một đất nước khác. Những câu hỏi phỏng vấn có thể hơi nhạy cảm. Vì vậy, người nghiên cứu sẽ dung 1 cái tên giả hoặc một số nào đó thay vì tên của bạn.

Và cũng sẽ không có những lợi nhuận cá nhân nào trong chương trình nghiên cứu này. Kết quả được thu thập từ việc nghiên cứu này sẽ cung cấp thông tin quan trọng về sự trở ngại tại sao chỉ có 1 số ít học viên với kiến thức thấp ở lại với chương trình giáo dục căn bản cho thanh niên, mức độ thất vọng cao hơn, tỉ lệ bỏ học cao hơn, và ít thành công hơn cho những học viên này. Kết quả của việc nghiên cứu này sẽ cung cấp cho CVCC và những trường cao đẳng khác về những vấn đề đó. Việc này sẽ tạo cơ hội để xem lại và chỉnh sửa những cách thức hiện tại dựa trên những thông tin đó.

Sẽ không có thiệt hại nào cho sự tham gia trong việc nghiên cứu này

Những thông tin mà bạn cung cấp sẽ được giữ kín. Người nghiên cứu sẽ không dung những thông tin đó cho việc nào khác bên ngoài việc nghiên cứu này. Và người nghiên cứu sẽ không dùng tên của bạn trong bản báo cáo.

Tên của người nghiên cứu là May H. Khang. Người cố vấn của May là Dr. Kimberly Strunk. Nếu bạn có câu hỏi nào muốn hỏi, bạn có thể liên hệ với người nghiên cứu thông qua số điện thoại 828-238-3649 hoặc địa chỉ email [may.khang@waldenu.edu](mailto:may.khang@waldenu.edu). Nếu bạn muốn nói chuyện riêng về quyền hạn của người tham gia, bạn có thể gọi Dr. Leilani Endicott. Số điện thoại của cô ấy là 1-800-925-3368, extension 3121210. Số chứng nhận của Walden University cho việc nghiên cứu này là 09-25-13-0127642 và nó sẽ hết hạn vào ngày 24 tháng 9 năm 2014.

Tôi đã đọc những thông tin trên và tôi cảm thấy tôi hiểu và đồng ý tham gia. Với việc ký tên bên dưới, tôi đồng ý với những thông tin phía trên và ký vào văn bản này.

Printed Name of Participant	
Date of Consent	
Participant's Written or Electronic* Signature	
Researcher's Written or Electronic* Signature	

## Appendix D

### Interview Guide and Questions-English

#### Instructions for Interview Guide

This guide will be used for the initial meeting. Please fill in each item. If there is no data i.e. participant didn't answer, put N/A in that space. Items with an \* must have data. If any additional question to clarify or follow up on the original question is used, it must be written down.

The "Additional Notes" section has been included to have a place to record any other information or notes from the interview that don't fit exactly with one question or another but needs to be included.

#### Interview Guide

\*Participant Name: \_\_\_\_\_ \*Native Language: \_\_\_\_\_

\*Date and Time: \_\_\_\_\_

\*Interview location: \_\_\_\_\_

\*Interviewer/Interpreter: \_\_\_\_\_ \*Duration of interview: \_\_\_\_\_

1. Any education received before moving to the US? Yes? No? N/A Years
2. Any education received after moving to the US? Yes? No? N/A Years
3. Highest level of education obtained? \_\_\_\_\_.
4. What type of work did you perform in your last 3 jobs and/or past ten years of experience?  
\_\_\_\_\_  
\_\_\_\_\_
5. What has been your most frustrating/difficult experience since you return to school?  
\_\_\_\_\_  
\_\_\_\_\_
6. What do you think is the cause of this frustration/difficulty?  
\_\_\_\_\_  
\_\_\_\_\_
7. What are your greatest impediments since you enrolled in the ABE program at CVCC?  
\_\_\_\_\_  
\_\_\_\_\_



## Interview Guide and Questions - Hmong

Yuav siv dlaim ntawv taw kev rua cov lug xamphaj thaum sibntsis. Thov teb txhua txhua nqai, tabsis yog tsi muaj lug teb nua thov sau lu lug N/A rua txuj kaab. Yuav tsum tau teb txhua kaab ntawv kws muaj lub cim (\*) nyob ib saab. Yog muaj dlua lwm yaam kws xaav has ntxiv nua yuav tsum tau muab sau rua nplooj ntawv kawg kws yog “lug tshwjxeeb”.

Nplooj ntawv kawg kws yog “lug tshwjxeeb” yog npaaj rua koj teev tej yaam kws tsi tau thaam txug tabsis koj xaav has.

## Taw Kev Rua Cov Lug Xamphaj

\*Npe: \_\_\_\_\_ \*Haiv tuabneeg (Moob, Nplog etc.): \_\_\_\_\_

\*Vaasthib hab sijhawm: \_\_\_\_\_

\*Chaw xamphaj: \_\_\_\_\_

\*Tug tuabneeg xamphaj lub npe: \_\_\_\_\_ \*Xamphaj ntev pestsawg teev: \_\_\_\_\_

1. Koj puas tau kawm ntawv ua ntej tuaj rua tebchaws Amelivkas? Tau kawm? Tsi tau kawm? Kawm tau pestsawg xyoo? \_\_\_\_\_
2. Koj puas tau kawm ntawv thaum tuaj txug rua tebchaws Amelivkas? Tau kawm? Tsi tau kawm? Kawm tau pestsawg xyoo? \_\_\_\_\_
3. Koj kawm ntawv txug nqeb sab lecaag? \_\_\_\_\_
4. Koj peb (3) txuj num kws ua taag lug lossis txuj num kws koj ua tau 10 xyoo taaglug yog dlejnum dlaabtsi?

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5. Txij le thaum koj rov qaab tuaj kawm ntawv, kev kawm puas nyuaj hab puas muaj tej yaam dlaabtsi kws taabkaum koj txuj kev kawm?

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6. Koj xaav hastas yog vim dlaabtsi ua rua koj txuj kev kawm ntawv nyuaj hab taabkaum?

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7. Puas muaj tej yaam kws pheed ua rua koj nyuaj sab hab taabkaum txij thaum koj tuaj kawm ntawv huv chaav ABE tom CVCC?

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8. Koj xaav hastas tej kev taabkaum ntawv yog dlaabtsi?

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9. Koj puas tau muaj yeej txhua txuj kev taabkaum kws ua rua koj kawm tsi tau ntawv? Muaj yeej? Tsi muaj yeej?

10. Koj puas tau muaj yeej qee yaam kev taabkaum kws ua rua koj kawm tsi tau ntawv? Muaj yeej? Tsi muaj yeej?

11. Koj puas tau muaj yeej ib qhov kev taabkaum kws ua rua koj kawm tsi tau ntawv? Muaj yeej? Tsi tau muaj yeej? Muaj yeej pestsawg yaam?\_\_\_\_\_

[Yog teb cov lug nug #9, #10 lossis #11 hastas muaj yeej nuav maam moog teb nqai lug nug #11A]

11A. Koj muaj yeej tej kev taabkaum lecaag?

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Lug tshwjxeeb:

Yog tshuav tej yaam kws xaav has ntxiv los sau tau rua cov kaab nraag nuav.

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## Interview Guide and Questions - Spanish

Esta guía se utilizará para la reunión inicial. Por favor rellene cada elemento. Si no hay dato, es decir el participante no contestó, escribe N/A en ese espacio. Los elementos con un \* deben tener datos. Si se usa cualquier pregunta adicional para aclarar o dar seguimiento a la pregunta original, debe ser anotado.

La sección "Notas adicionales" se ha incluido para tener un lugar para registrar cualquier otra información o notas de la entrevista que no corresponden exactamente con una pregunta u otro pero es necesario que se incluya.

### Guía de Entrevista

\*Nombre del Participante: \_\_\_\_\_ \*Lengua Propia: \_\_\_\_\_

\*Fecha y la Hora: \_\_\_\_\_

\*Lugar de la Entrevista: \_\_\_\_\_

\* Entrevistador/Interpeltor: \_\_\_\_\_ \*Duración de la Entrevista: \_\_\_\_\_

1. ¿Alguna educación recibida antes de moverse a los Estados Unidos? ¿Sí? ¿No?  
¿Cuántos años? \_\_\_

2. ¿Alguna educación recibida después de moverse a los Estados Unidos? ¿Sí? No?  
¿Cuántos años? \_\_\_

3. ¿Nivel más alto de educación obtenida? \_\_\_\_\_.

4. ¿Qué tipo de trabajo realizó en sus últimos 3 empleos o diez años pasados de experiencia?

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5. ¿Qué ha sido su experiencia más frustrante/difícil después de regresar a la escuela?

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6. ¿Qué cree Ud. que es la causa de la frustración o dificultad?

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7. ¿Cuáles son sus mayores impedimentos desde que Ud. se inscribió en el programa ABE en CVCC?

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8. ¿Qué cree Ud. que son las causas de estos impedimentos?

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9. ¿Ha vencido todos estos impedimentos? ¿Sí? ¿No?

10. ¿Ha vencido algunos de estos impedimentos? ¿Sí? ¿No?

11. ¿Ha vencido cualquier de estos impedimentos? ¿Sí? ¿No? ¿Cuántos? \_\_\_\_\_

[Si la respuesta a la pregunta #9, #10 o #11 es <<sí>>, preguntele el #11A.]

11A. ¿Cómo ha vencido estos desafíos?

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Notas adicionales

Cualquier otra información o notas de la entrevista que debe ser incluido.

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## Interview Guide and Questions - Vietnamese

## Hướng dẫn phỏng vấn

\*Tên người tham gia:

\* Ngôn ngữ:

\*Ngày và thời gian:

\*Nơi phỏng vấn:

\*Người phỏng vấn:

Thời gian phỏng vấn

1. Nhận được sự giáo dục nào trước khi chuyển đến Mỹ? Có? Không? N/A Years
2. Nhận được sự giáo dục nào sau khi chuyển đến Mỹ? Có? Không? N/A Years
3. Mức độ học cao nhất?
4. Bạn đã làm những công việc nào trong 3 công việc gần nhất hoặc trong vòng 10 năm trở lại?
5. Trải nghiệm nào là khó nhất từ khi bạn trở lại với trường học?
6. Lý do nào theo bạn dẫn đến trải nghiệm khó khăn đó?
7. Điều trở ngại nào là lớn nhất kể từ khi bạn theo học chương trình ABE ở CVCC?
8. Lý do nào theo bạn dẫn đến trở ngại đó?
9. Bạn đã vượt qua tất cả những trở ngại đó chưa? Rồi? Chưa?
10. Bạn đã vượt qua được 1 vài trở ngại đó chưa? Rồi? Chưa?
11. Bạn đã vượt qua được 1 trở ngại nào chưa? Rồi? Chưa?

[Nếu trả lời câu hỏi 9,10,11 là “Rồi”, hỏi câu hỏi 11A.]

11a. Bạn đã vượt qua những trở ngại đó bằng cách nào?

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Những thông tin khác từ người phỏng vấn mà cần phải ghi lại:

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**Appendix E**  
Observation Check Sheet

Observation Location: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Time: Beginning \_\_\_\_\_ Ending \_\_\_\_\_

Total Number of Students in Class/setting \_\_\_\_\_

Participant Number							
Student's Primary Language							
Q1 Student's gender is							
Q2 Seated alone							
Q3 Student appears shy							
Q4 Student appears unfocused							
Q5 Students takes many breaks							
Q6 Students leaves area more than once							
Q7 Student on cell phone- texting or talking							
Q8 Student staring into space							
Q9 Student appears bored							
Q10 Student appears frustrated							
Q11 Student seeks help with work from a teacher							
Q12 Student seeks help with work from a peer							
Q13 Student seeks help with work from a group							
Q14. Student joins a group							
Q15. Student is seated with a group							
Q16. Group is made up of men & women							
Q17. Group is multicultural							
Q18. Group is multicultural-all men							
Q19. Group is multicultural-all women							
Q20. Group is made up of only one culture							
Q21. Group is made up of only one culture of all men							
Q22. Group made up of only one culture of all women							
Q23. Student is talkative in the group							
Q24. Student is talkative in the group of one culture							
Q25. Student is talkative in group of same gender							
Q26 Student talks only when spoken to.							
Q27. Student doesn't talk in group							
Q28. Student doesn't talk even when spoken to							
Q29. Student changes group							
Q30. Student changes group a second time							
Q31 Student leaves group to sit alone							

**Appendix F**  
Excel Summary of Questionnaire Data

Subject Identifier	S4	S15	S16	S17	S18	S21	S22	S24
Gender	Female	Female	Female	Female	Female	Female	Female	Female
First Language	Spanish	Hmong	Hmong	Vietnamese	Hmong	Hmong	Hmong	Hmong
Years in the U.S.	Born in U.S.	2	4	1	2	2	1	4
Years of Prior School	Grade 9	Grade 9	Grade 11	College	Grade 4	Grade 11	Grade 10	Grade 10
Work Experience	Picked oranges, gas station	Farming	None	Food Industry Assistant	Hairstylist Waitress, Janitor	Farming	Farming, Sewing	Machine Operator
Frustrating/Difficult Experience	Understand Math and English	English Comprehension	English Comprehension	Grammar	Math and writing comprehension	Understanding English	Home-work	Understanding grammar
Cause of Frustration	Math is different than previous	Shy, reserved	Shy, reserved	Difference in teaching and pronunciation	Too much freedom, no consequence	Not enough teachers to assist	No help at home, need tutor	Lack of teachers explanation
Greatest Impediments	Understanding grammar	English comprehension	Learning English language	Transportation, book availability	Financial issues	Transportation, class availability	Transportation	Family and job
Cause of Impediments	Writes without thinking about the grammar	Difficulty meeting with teachers	Teachers speak too fast	Can't afford a car	Many responsibilities	Husband needs only car	No Car	Need money as a priority
Ability to Overcome	Some with help from teachers	Some	OK-getting help from teachers	Some	Some	Some	Some	Some

## Curriculum Vitae

MAY H. KHANG

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**EMPLOYMENT**

- 2005-Present: **Catawba Valley Community College.** Admissions Representative.  
Hickory, NC. Provide interested individuals with information on the requirements for admission to the College. Provide prospective students/applicants/students with information regarding curriculum programs of study available. Providing requirements for admission to curriculum programs and requirements for completion of/graduation from programs. Assess need for placement testing and if appropriate provide appropriate testing services information. Assist students with the completion of the appropriate admissions forms. Refer students to appropriate faculty for additional program information. Participate in student registration Provide registration information to students and applicants. Assist students with registration for courses consistent with academic and career goals. Prepare and maintain a variety of reports, records, and logs. Represent the College at recruitment events and activities.
- 1998-2005: **Department of Juvenile Justice,** Hickory, NC. Court Counselor. Provide intake services and supervision for juvenile delinquency.
- 1992-1998: **Lutheran Family Services, Inc.,** Hickory, NC. Case Manager. Monitor job opportunities; develop collaborate relationships with appropriate employment agencies; assess job appropriateness for eligible refugees including aptitude, interest, skills, and cultural considerations; coordinate English as a Second Language and citizenship preparation classes; coordinate parenting/youth classes.
- 1989-1991: **Hmong Natural Association,** Morganton, NC. Case Manager. Assist non-English speaking refugees in various aspects of needs; provided transportation for community services.

1987-1989: **Rhode Island Department of Attorney General**, Providence, RI.

Computer Specialist. Responsible for a full program back up once a week and daily modification back-up; primary responsible for daily operation of the Department's four Wang V mini-computers; assist users in the proper use of the various computer equipment and software programs.

1984-1987: **Rhode Island Legal Services, Inc.**, Providence, RI. Paralegal. Provide translation service for all aspects of Civil Law; assist refugees with immigration and welfare matters.

### **EDUCATION**

Walden University, Ed. D. Candidate in Education

Lenoir-Rhyne College, Hickory, N.C., Master in School Counseling, 2005

Lenoir-Rhyne College, Hickory, N.C, Bachelor of Arts, 1996