



SALINAS VALLEY ADULT EDUCATION CONSORTIUM 2018 COMMUNITY NEEDS ASSESSMENT

Survey Report

Abstract

Salinas Valley community members share their needs and interests related to adult education programs, classes and services

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Introduction

The Salinas Valley Adult Education Consortium (SVAEC) was formed in 2014 by the State of California under AB86 and later AB104 legislations, as part of its new Adult Education Block Grant (AEBG) Program to provide adult education services. The SVAEC is comprised of the following members: Gonzales Adult School (GAS), Hartnell College, Monterey County Office of Education (MCOE), North Monterey County Adult Education (NMCAE), Salinas Adult School (Salinas), Soledad Adult School (SAS) and South Monterey County Adult School (SMCAS). In 2015, the State identified the need to provide funding for data and accountability activities. As part of this effort, SVAEC designated funds for the development of an assessment to gather information about adult education and career training needs in the Salinas Valley. SVAEC hired a consultant to develop and execute the regional needs assessment. In conjunction with the consortium members, the consultant developed a Spanish and English SVAEC Community Needs Survey. The assessment asked questions about barriers to entry and completion of adult education and the types of career training programs of interest to community members in the region.

The following summarizes findings from the survey. The first section describes findings per survey question item by survey topic. A table is provided for each question or set of questions and can be found in the Appendix. The second section details findings from focus group follow-ups. Methodology and data collection methods are found in the Appendix.

Survey Results

The Salinas Valley Adult Education Needs Assessment survey consisted of 38 questions divided into seven sections: pre-screening, demographic information, goals and interests, education, employment, job training and contact information. The geographic area of the survey encompassed the Salinas Valley (North Monterey County to South Monterey County, excluding peninsula cities). Fourteen hundred and twenty-four surveys were collected between January and July 2018. The survey was available in English and in Spanish. The following is a summary of the combined results collected from both English and Spanish language surveys.

Section I: Pre-Screening Questions

To ensure those participating in the survey met the criteria of being 18 year of age, first time survey participants and currently participating in Adult education, each participant was qualified to participate based on three questions: Q1 Are you at least 18 years of age?, Q2 Have you taken the Salinas Valley Adult Education survey before?, and Q3 Are you currently (in the last 3 months) taking any Adult Education classes, programs, or services?. Of the 1,424 surveys collected, 181 participants were disqualified from participating further in the survey as they were either not 18 years of age, had taken the survey before or were not currently participating in Adult education classes. The following analysis is based on those participants who qualified to take the survey: 1,243.

Section II: Demographic Information

The second section of the survey- “Demographic Information” asks participants a series of demographic questions including: zip code, age, gender, primary language, housing mobility, access to internet and disability status. While most participants reside in Salinas, according to zip code, surveys were administered in all consortium regions. Most participants were female, between the ages of 24 and 44 and primarily spoke Spanish at home. In

addition, most did not move frequently nor have a disability. Further, most participants accessed the internet at home and did so using cell phones. Most spent between 1 to 4 hours on the internet.

Q4-In what zip code do you currently live?

Of the total number of qualifying surveys collected by zip code of primary residence— 1,243 or 38% were from Salinas followed by 13% from King City and Greenfield, 11% from Soledad and 10% from Gonzales (see Appendix Table 1). The cities of primary residence correspond to one of five district member areas: NMCAE, Salinas, GAS, SAS and SMCAS. Of the total number of qualifying surveys collected by city of primary residence, 38% were collected in the Salinas Adult School district followed by 28% in SMC Adult Education, 11% Soledad Adult School, 10% Gonzales Adult School, 9% North Monterey County Adult School (see Appendix Table 1a).

Q5-What is your gender?

Of the 1,243 responses, 68% (846) of participants indicated they were female, 29% (361) indicated they were male, one indicated “other” and 36 did not indicate a response (see Appendix Table 2).

Q6-What is your age?

Participants were asked to indicate one of seven possible age ranges: 18-24, 25-34, 35-44, 45-54, 55-64, 65-74 and 75 or older (see Appendix Table 3). The largest percent—31 of participants were between the ages of 35-44 followed by 27% between 25-34.

Q7-What do you consider as your primary language?

Participants were asked to indicate a primary language (see Appendix Table.4). Seventy-five percent of respondents indicated Spanish as their primary language. Less than one percent indicated a language other than those listed. Of the 8 respondents that indicated “Other”, three wrote in Chatino, two Mexteco (not Mixteco), one French, and one Russian.

Q8-Do you move with frequency (once a year or more) because of your or your family's job?

Eighty-four percent of respondents indicated they do not move frequently (once a year or more) because of your job or family (see Appendix Table 5). Thirteen percent indicated they did move frequently.

Q9-Where do you typically access or use the internet?

Participants were asked “Where do you typically access the internet” and given six options: home, library, school, work, does not access the internet or other. Percentages for each of the six options is calculated individually. Sixty-eight percent of participants indicated they access the internet from home followed by 16% that indicated they access the internet at the library (see Appendix Table 6). Of the eighty-one responses indicating “Other”, 63 indicated they access the internet on their phone, four indicated accessing the internet at Starbucks (see Appendix Table 6a).

Q10-In a typical week, how many hours do you spend accessing the internet on each of the devices listed below?

Participants were then asked to choose a device from a list and indicate how many hours (1-20 or more) they typically spend a week accessing the internet with that device (see Appendix Table 7). Participants could choose more than one device. Two thirds of participants indicated smart phone as the device they use to access the internet—63% followed by 22% for computer, 11 and tablet. Across all devices, the most common usage per week is one to four hours irrespective of device type—38% of responses (see Appendix Table 7a). Participants also had an

opportunity to list other devices they use to access the internet. Responses for “other” devices included TV and radio. Participants shared general comments such as they do not use the internet”, “hours per week vary”, “listening to internet”, “I only having access at the library or One Stop Center”.

Q11-Do you have a disability?

Participants were asked if they have a disability. One hundred and seven respondents or 9% indicated “yes” and thirty-two participants did not indicate an answer (see Appendix Table 8). Seventy-five respondents described their disability (see Table 8a). In many cases, participants described more than one disability (85 different disability descriptions). The most common description was related to the back (15 responses), knee (10 responses) and diabetes (5 responses).

Section III - Goals and Interests

In the third section of the SVAEC Needs Survey--“Goals and Interests” participants were asked series of questions related to goals, education-based skills or knowledge, interest in adult or career training classes, availability to participate in classes, preferred instructional format, and list priority career goals, career-based skills, employment goals, and provide their educational background. Most participants identified “Learn English” as their goal and “Learn how to enroll in an adult school as a skill they would like to learn. Participants are most interested in English as a Second Language adult education and Healthcare, Agriculture and Education career training classes programs or services.

Q12-What are your educational goals?

The first question in this section asked participants to indicate their educational goals from a list of options. Participants could choose more than one response and could add a goal if it was not listed. Fifty-eight percent of participants or 19% of total responses indicated “Learn English” as an education goal (see Appendix Table 9). Forty-five percent of participants or 15% of total responses indicated “Help my children with their school work” as an educational goal. Four percent of participants or 1% of total responses responses indicated a goal “Other”. Of the “Other” responses, the two most common response provided were “obtaining a master’s degree” and “learning a hobby, how to bake, photography and sign language” (see Appendix Table 9a).

Q13-What education-based skills or knowledge would you like to learn or improve?

Participants were also asked to identify an education-based skill or knowledge they would like to learn or improve. Participants could choose more than one response and could write in a skill. Forty-one percent of participants or 23% of total responses indicated they wanted to learn “How to enroll in classes at my local adult school”—26% or 14% of total responses (see Appendix Table 10). Twenty-six percent of participants or 14% of total responses indicated “How to enroll in local the local community college” followed by 25% or 14% of total responses for “How to study effectively.

Of the 52 who indicated “Other” skill or knowledge, 23 provided a description of the skill or knowledge they would like to improve or learn. “Computers” and “Scholarships” were the only descriptions given by more than one participant (see Appendix Table 10a.)

Q14-Would you be interested in any of the classes, services or programs listed below?

To gain a better understanding of community interest in adult classes, participants were asked to indicate their level of interest in a variety of adult classes (see Appendix Table 14). The interest scale options included: not at all interested, somewhat interested, very interested, extremely interested or not applicable (N/A) and the survey listed 10 types of classes and an option to indicate “Other”. Participants were asked to indicate a level of interest for each class listed. Each category was calculated individually from “Extremely Interested” to “Not at all Interested”. The largest number of responses indicating “Extremely Interested” was 322 for “English as a Second Language” (ESL) classes (see Appendix Table 11). The largest number of responses indicating “Very Interested” in was 426 for Basic Skill Computer classes. “Basic Skills Math” received the largest number of “Slightly Interested” responses—209. Two hundred and twenty responses indicated “Not at All Interested” for Diploma (HSD) classes.

To determine highest overall level of interest, responses for “Extremely Interested” and “Very Interested” categories were combined. English as a Second Language class had the highest overall level of interest—706 responses or 57% of participants (see Appendix Table 11a). Basic Skills Computer class had the second highest level of overall interest—637 responses or 51% of participants followed by English Literacy classes with 586 responses or 47% of participants. To determine level of least interest, responses for “Somewhat Interested” and “Not at all Interested” categories were combined. Basic Skills Math had the lowest level of overall interest—397 responses or 32% of participants (see Appendix Table 11b). Basic Skills Computer had the second lowest level of overall interest—342 responses or 28% of participants followed by Spanish Literacy with 336 responses or 27% of participants.

Participants were provided an opportunity to indicate other classes not listed here that they would like to take (see Appendix Table 11c). Interest in Excel, Financial Education/Responsibility and Spanish had more than one response. Respondents provided the following comments: “I would like to learn everything [classes listed here] and more” and “I would like to see these [classes listed here] in place for others”.

Q15-Would you be interested in any of the career training classes, services or programs listed below?

To gain a better understanding of community interest in career training classes and programs, participants were asked to indicate a level of interest in a variety of career training classes and programs (see Appendix Table 12). Proctors often spent time clarifying or modeling the priority scale options. The interest scale options included: Not at all Interested, Slightly Interested, Very Interested, Extremely Interested or Not Applicable (N/A). One hundred and fifty-one responses indicated they were “Extremely Interested” in Small Business/Entrepreneurship classes and programs. Two hundred and ninety-nine responses indicated they were “Very Interested” in Agriculture classes and programs. One hundred and fifty-three responses indicated they were “Slightly Interested” in Hospitality classes and programs. Four hundred and six respondents –32% indicated they were “Not at All Interested” in Construction classes and programs. Construction and Retail had the highest number of respondents—34 indicated level of interest as Not Applicable.

Healthcare classes and programs had the highest overall level of interest (Extremely Interested and Very Interested)—441 responses or 35% of participants (see Appendix Table 12a). Agriculture classes had the second

highest level of overall interest—428 responses or 34% of participants followed by Education with 417 responses or 34% of participants.

Construction had the least overall interest (Not at all Interested and Somewhat Interested)—504 responses or 41% of participants (see Appendix Table 12b). Automotive had the second least overall interest—498 responses or 40% of participants followed by Retail—478 responses or 38% of participants.

Respondents were provided an opportunity to indicate other classes of interest not listed here. Thirty-six responses indicated other career training classes (see Appendix Table 12c). Accounting, Cooking, Community Leadership and Activism, Electrician, Graphic Design, Nutrition, Photography and Welding had more than one response.

Q16-Which months of the year are you available to take classes, participate in programs or receive services regularly?

To gain a better understanding of community availability, participants were asked to indicate months, days and times they are most available to take classes. The most common availability listed by participants was in the winter months-January, February and December. Fifty-eight percent of participants identified January as the month they are most available to take classes followed by February with 54% and December with 53%. September and May had the lowest percent of responses and participants (see Appendix Table 13). Participants provided several responses to “Other” (see Appendix Table 13b). The most common response for “Other” was “All” or “Any” followed by “Evenings”. Other responses include: I am interested in everything, but work does not allow the time, childcare is needed, my schedule is a bit difficult, the month does not matter as much as the hour.

Q17-Which days of week are you available to take classes, participate in programs or receive services regularly?

Sixteen percent of responses indicated Monday and Friday as the day of the week they are most available to participate (see Appendix Table 14). The most common response for “Other” was “All” or “Any” followed by “Evenings”. Other responses include: I am interested in everything, but work does not allow the time, childcare is needed, my schedule is a bit difficult, the month does not matter as much as the hour (see Appendix Table 14a).

Q18-What time of day are you available to take classes, participate in programs or receive services regularly?

Evenings from 6pm-7pm and 7pm-8pm are the times with the common responses—12% and 11% respectively and afternoons from 2pm-3pm and 3pm-4pm are the times with the least common responses—4%. (see Appendix Table 15). Thirty-eight The most common responses among those that indicated “Other” include “N/A”, it depends or varies”, and “not interested”. “Other” responses also included various specific times or conditions in which they can attend i.e. “child care”, “work” or “during the week but after 6” etc. (see Appendix Table 15a).

Q19-Which instructional format fits best for you when considering enrolling in an adult education class, program or service?

Participants were asked to indicate instruction formats that work best for them: classroom instruction, project-based learning, hands on experiences, online learning (see Appendix Table 16). Fifty-one percent of participants indicated “Classroom Instruction” as a preferred instructional format followed by 35% for “Hands on

Experiences”. Classroom instruction or a more traditional instructional format is likely a more familiar type of learning experience for those surveyed given a majority indicated attending school outside the United States. Lesser interest in “Online Learning” is most likely due to education outside the United States. However, limited access or use of the internet or devices more compatible with online learning such as laptops or desktop computers given most participants indicated their primary access to the internet is on their Smartphones. Respondents shared two comments: “It depends on the subject” and “I do not like online classes”.

Q20-Please list your career goals by order of priority.

Participants were asked to indicate a level of priority for a set of career goals. Proctors often spent time clarifying or modeling the priority scale options. The priority scale options included: Not a Priority, Low Priority, Moderate Priority, and High Priority. Among responses for “High Priority”, “Get a better job” received the highest number—555 followed by 484 for “Learn a new skill or trade and 429 for “Improve Work Conditions” (see Appendix Table 17). Among the responses for “Moderate Priority”, “Learn a new skill or trade” received the highest number of responses—300. Responses for “Low Priority” were highest at 98 for “Get job training for a new career”. Among responses for “Not a Priority”, “Start a Business received the highest number at 263.

To determine highest overall level of career priorities, “Moderate” and “High Priority” responses were combined. “Get a better job” received the highest overall number of responses—811 or 20% of responses. As a percent of participants, “Get a better job” was selected by 65% of participants (see Appendix Table 17a). The second highest number of responses collected was for “Learn a New Skill or Trade” with 784 or 20% of responses. As a percent of participants, “Learn a New Skill or Trade” was selected by 63% of participants followed by “Improve Work Conditions” which received 711 responses or 18% of responses and was selected by 57% of participants. While many participants indicated attaining education levels at or below 8th grade and receiving limited job training, it appears that participants view obtaining new skills similarly with getting a better job.

To determine the lowest overall level of career priorities, “Not a Priority” and “Low Priority” responses were combined. “Start a New Business” received the highest overall number of responses indicating lowest priority—357 or 22% of responses (see Appendix Table 17b). As a percent of participants, “Start a New Business” was selected by 29% of participants. “Get Job Training for a New Career” received the second highest number of responses indicating lowest priority—319 or 20% of responses and was selected by 26% of participants. “Get a Promotion” received 300 responses or 19% of responses and was selected by 24% of participants.

The most common response for “Other” career goals is “N/A” followed by “I am happy where I am” and “Retiring” (see Appendix Table 17c).

Q21-What are career-based skills you would like to learn or improve?

Participants were asked to indicate one or more career-based skills they would like to learn or improve from a list of options. Among the total responses, “Where to Find Job Postings” received the most responses—568 or 23% of responses (see Appendix Table 18). Among total participants, “Where to Find Job Postings” was selected by 46% of participants. “How to Explore Career Options” received 395 responses or 16% of response and was selected by 32% of participants followed by “How to Interview for a Job” which received 391 responses or 16% of

responses and was selected by 31% of participants. The most common response for “Other” was “N/A”, “None” or “Not right now”.

Q22-In what industry would you like to be employed?

Participants were asked to indicate one or more industry they would like to be employed from a list of options. Among the total responses, “Agriculture” received the highest number of responses—414 or 15% of responses (see Appendix Table 19). Among total participants, 33% indicated “Agriculture” as the industry they would like to be employed by. “Education” received the second highest number of responses—319 or 12% of responses and was selected by 26% of participants followed by Healthcare with 290 responses or 11% of responses and was selected by 23% of participants. The most common response for “Other” was “N/A” and “None” followed by “Business/Small Business”.

Section IV – Education

To gain a better understanding of the educational level of community members in the Salinas Valley, participants were asked to indicate educational background attained in and outside of the United States and whether they received special education services. Participants were also asked to indicate the best way to communicate information related to adult classes and program to the community. Most participants attended school outside the United States, primarily in Mexico, with an education level of 8th grade or below. Less than half of the participants attended school in the United States with an education level at or below high school.

Q23-Did you go to school in a county other than the United States?

Participants were asked to indicate if they attended school in a country other than the United States. Sixty-eight percent of participants indicated they attended school outside of the United States and 27% indicated they did not (see Appendix Table 20). Of those that indicated they attended school outside the United States, 671 participants provided a response for country but only 668 identified a country (see Appendix Table 20a). Among those that identified a country, 96% of respondents or 52% of participants identified Mexico (see Appendix Table 20a).

Q24-What is the highest level of school completed or the highest degree received outside the United States?

Sixty six percent (819) of participants indicated a level of educational attainment outside the United States (see Appendix Table 21.) Among those that indicated a level of educational attainment outside the United States, 72% of respondents or 48% of participants indicated “8th grade or below” as their highest level of education completed outside the United States (see Appendix Table 21). Looking at education levels more generically by combining education levels into three categories: High School Diploma or below, Some College, bachelor’s degree or above provides a broader view of educational attainment. Sixty-one percent of participants indicated an education level at or below High School Diploma, 2% indicated some college and 3% indicated a bachelor’s degree or higher (see Appendix Table 21a).

Q25-Did you go to school in the United States?

Participants were asked to indicate whether they attended school in the United States. Four hundred and eighty-eight or 39% of participants indicated they attended school in the United States (see Appendix Table 22). Fifty percent indicated they did not attend school in the United States.

Q26-What is the highest level of school completed or degree received in the United States?

Among those that indicated attending school in the United States, “High School Diploma” received the highest number of responses—103 or 8% of total responses. Six percent of participants indicated “High School Equivalency” and “Some college credit, no certificate or degree” as their highest level of education in the United States (see Appendix Table 23). Looking at educational levels in the United States more generically by combining education levels into three categories: High School Diploma or below, Some College, bachelor’s degree or above provides a broader view of educational attainment. Twenty-five percent of participants indicated an education level at or below High School Diploma, 10% indicated some college and 5% indicated a bachelor’s degree or higher (see Appendix Table 23a).

Q27-Did you receive any special education services while in school?

Participants were asked to indicate whether they received special education services while in school. Participants were given the option to indicate “Yes” or “No” or if they did not know or remember. Eighty-three percent of participants indicated they did not receive special education services (see Appendix Table 24).

Q28-What is the best method to communicate information to the community?

Participants were asked to indicate the best method to communicate information to the community. Nearly half—48% of participants selected “At a School” as the best method to communicate information to the community followed by 32% for “Public Library” and 30% for Social Media (see Appendix Table 25). Among those that indicated “Other”, the most common responses included “Laundry Mats and store bulletin boards” followed by “Mail or Mailers” and “Door to Door” (see Appendix Table 25a).

Section V – Employment

To gain a better understanding of the job training needs of community members in the Salinas Valley, participants were asked to provide information related to current employment, length of employment in current industry, and specific certifications, licenses or training that may be required of them by their employers. Nearly half of participants—47% indicated they are currently employed with one job and 41% indicated they are not currently employed. Most participants-48% are employed in Agriculture and among those, the largest number has been employed 15 years or more. Nearly a third of the participants indicated their jobs do not require specific certifications, licenses or training.

Q29-Are you currently employed?

Participants were asked to indicate if they were currently employed and if they had more than one job. Forty-seven percent of participants indicated they were currently employed with one job, 3% indicated they were currently employed with more than one job and 41% indicated they were not currently employed (see Appendix Table 26). Nine percent of participants did not indicate. Approximately 50% of participants indicated current employment with either one or more than one job.

Q30-In what industry(ies) are you currently employed in and for how long?

Among the 50% of participants that indicated they were currently employed with one or more job, 609 indicated and industry and the number of years employed in that industry. Agriculture received the highest number of responses—293 or 48% of responses and 24% of participants (see Appendix Table 27). Among those participants

that indicated Agriculture, “15 years or more” had the highest number of responses—76. Overall, “15 years or more” the most common response to the number of years employed. Notably, “Business Office Technology” and “Small Business/Entrepreneurship” received no responses.

The industry with the second highest number of responses—58 or 18% of responses was “Other”. Those that indicated “Other” represent 5% of participants. Fifty-eight responses were indicated for “Other” industry and of those responses 18 identified industries not already listed (see Appendix Table 27a). Examples of responses are “Government”, “Store”, and “Winery”.

The industry with the third highest number of responses—44 or 14% of responses was “Education”. Those that indicated “Education” represent 4% of participants.

Q31-Does your job require that you have specific certifications, licenses or training? If yes, please specify

Participants were asked to indicate whether their job requires they have a specific certification, license or training and if so to specify. Seventeen percent of participants indicated “Yes” followed by 30% “No or I do not know” (see Appendix Table 28). Participants were also asked to specify the certificate, license or training, if possible. Among participants that specified the certificate, license or training, driving license for trucks, forklift or other special vehicles was the most common followed by food handler safety (see Appendix Table 28a).

Section VI - Job Training

To gain a better understanding of the job training needs of community members in the Salinas Valley, participants were asked to indicate job training their employer provides, job training assistance and whether they are interested in obtaining additional job training or skills. Twenty-eight percent of participants receive “On the Job Training” and 19% indicated their employers provide “Paid Time Off to Participate in Job Training”.

Q32-What type of job training does your employer provide?

Participants were asked to indicate the type of job training their employer provides. Twenty eight percent of participants indicated their employer provides “On the Job” training followed by 7% that “I Do Not Know”. Participants indicated responses for “Other” that include “Banquet set up”, “Certifications” and “First Aid” among others.

Q33-Please mark all types of job training assistance that your employer provides

Participants were asked to indicate the type of job training assistance their employer provides. Nineteen percent of participants indicated their employer provides “Paid Time Off to Participate in Job Training” followed by 13% that “I Do Not Know, or I am Unsure”. Participants indicated responses for “Other” that include “\$1,000 per year”, “Paid Time to Watch Online Videos” and “They Will Pay us to Go to School for Business” among others.

Q34-Are you interested in obtaining additional job training or skills?

Participants were asked to indicate interest in additional job training or skills and where they plan on taking additional courses. Forty percent of participants indicated they would be interested in additional job training or skills. Of those that indicated interest, 49 location descriptions were provided. Nine responses indicated “College/University” followed by 5 for “Community College/Jr. College” and 5 specifically identified Hartnell College.

Section VII – Contact Information

Participants were asked to share contact information if they wanted to receive additional information related to adult education or if they wanted to participate in a focus group regarding barriers to enrollment and completion of adult education classes, programs or services. Sixty-four percent of participants agreed to be contacted and 57% agreed to participate in a focus group. Two thirds of participants shared either a name and email followed by 18% that shared a phone number.

Q35- a. Would you like to be contacted about any programs or services you expressed interest in today?

Participants were asked to indicate whether they would be interested in being contacted about any programs or services they expressed interest in the survey. Sixty-four percent of participants indicated an interest while 25% did not (see Appendix Table 32a). Participants were generally interested in this option and in many cases verbally restated “Yes, I would very much like for them to contact me”.

Q35- b. Would you be interested in participating in a focus group regarding barriers to enrollment and completion of adult education classes, programs or services?

Participants were asked to indicate whether they would be interested in participating in a focus group regarding barriers to enrollment and completion of adult education classes, programs or services. Fifty-seven percent of participants indicated an interest while 28% did not (see Appendix Table 32b). As with interest in being contacted to receive program or service information, participants were generally interested in participating a focus group. Most indicated that they would be very happy to participate but would have to see if they would be available. At minimum participants indicated they wanted to be invited, whether they could attend would be a different matter.

Q36 Contact Information

Contact information for participants that indicated they did want to either be contacted to receive additional information or to be invited to participate in a focus group was requested. Two thirds of participants shared either a name and email followed by 18% that shared a phone number (see Appendix Table 33). In some cases, a home address was provided instead of an email

Q37 Additional Comments

Participants were provided the opportunity to share additional comments. Sixty-six comments were shared, and they included suggestions for adding adult classes, and preferred times. Participants also comment on past experiences and expressed thanks for providing the opportunity to take the survey (see Appendix Table 34).

Section VIII – For Proctor Only

To gather important information related to the date, time, and location the survey took place, proctors were asked to complete this information after collecting the survey from the participant. Additionally, proctors were also asked to indicate how the survey was administered and they type of assistance the participant received.

Surveys were gathered in the Salinas Valley at various public schools, employment and benefit centers, nonprofit organizations, churches, community centers, community housing (includes farmworker housing), and shopping centers (see Appendix Table 35). Thirty percent of qualifying surveys were collected at participating public

K-12 schools. These include those that are part of the Consortium as well as Gonzales USD, North Monterey JUSD, Salinas USD, Soledad USD, South Monterey County JUSD, Salinas City Elementary School District, and Greenfield Union School District. Participation of public schools was critical in the success of the survey. Trust is an essential piece of delivering this survey to the community and as guests, we were able to deliver the survey more effectively than trying to reach the same group outside of these program meetings. The first and largest school district to participate in effort was Salinas Union High School District. The Migrant Education Program Director invited us to begin as early as January. Similarly, Community Liaisons for the district also brought us as guests in their meetings during the early months of survey administration. Other districts accommodated presentations during the remaining months of the school year. In one case, the Salinas City Elementary School District's Migrant Education program invited us to their annual parent meeting where over 100 parents attended. As presenters were given time during the event to present the survey to the group and administer to the entire group. We collected over 80 surveys from that single event.

Fifteen percent of qualifying surveys were collected at various Monterey County Food Bank distribution sites throughout the Salinas Valley area many of which were churches (those sites were counted as a Food Bank site). Food bank distribution sites were key in obtaining participation of low-income community members. For communities such as Greenfield and King City, Food bank sites were key in obtaining participation.

Fifteen percent of qualifying surveys were collected at government or county agency sites such as the One Stop Career Center, CalWORKS Office, in front of the Post Office and Monterey County Head Start. Government and county agencies were key in obtaining participation from a wider variety of community members. For example, those that were unemployed, or receiving benefits. Sites easily accommodated a table or centralized location for the administration of the survey. Ten percent of qualifying surveys were collected at various Monterey County Libraries within the Salinas Valley area and the Salinas Public Libraries. Libraries played a key role in providing an opportunity for families to participate in the survey. Library collection times were typically in the afternoon between 3pm and 5pm or early evening 5pm-7pm. Depending on the location, proctors observed large number of families with small children and mothers accessing the reading areas, computers or play areas, or young teens and adults accessing the internet.

Eleven percent of qualifying surveys were collected at churches such as Our Lady of Solitude in Soledad, Our Lady of Refuge in Castroville, St. Theodores of Gonzales, First United Methodist Church of Salinas. As with migrant education parent meetings, churches are important community centers with established relationships within their communities. Nuns coordinating faith formation classes at churches in Soledad and Castroville were instrumental in ensuring their communities participate in the survey. In both cases, church was the primary collection site for both Soledad and Castroville. For Gonzales, participation was in the form of hosting an after services table where parishioners had the opportunity to complete the survey. Churches are also key in reaching specific groups such as the hungry, homeless or those recovering from addiction as with First United Methodist Church.

Five percent of surveys were collected at various shopping centers. Three percent of qualifying surveys were collected at low income housing sites of the Monterey County Housing Authority and CHISPA. Four percent of

qualifying surveys were collected at farmworker housing locations. Four percent of qualifying surveys collected in private residences. Survey collection at these sites were the most time intensive however, community members overwhelmingly expressed appreciation to Proctors for bringing the survey their door. Participants at these locations also noted that door to door is the best way to communicate information about programs and services. Farmworker housing locations provided the opportunity to administer the survey to a high concentration of farmworkers. As with other door to door visits, participants noted this was “the best way” to get information to them. Farmworkers were very timid to participate at first, but once they saw some participate and they had a chance to observe the process, we gained their trust. Participation was generally high at these sites as well.

Survey Administration

The survey was administered in small group or large group presentation, one on one format or self-administered (see Appendix Table 36). Individual or one on one administration represented 46% of all surveys collected. With all the administration formats, trust was a key component of participation. For those surveys collected at community centers like churches or libraries, trust was key as we were invited in to administer the survey and the host would often stress the importance of participation during introductions. Similarly, for one on one administration as with library or food bank locations, proctors observed an openness from patrons to engage with proctors. It was evident that libraries and food bank often bring agencies or organizations to share resources with their patron or participants making our presence non-threatening.

Forty-six percent of qualifying surveys were collected by one on one or individual administration. One on one survey administration was used to reach many community members at community events or services. For example, one on one survey administration was conducted during food bank distribution, meal services for homeless at churches, shopping centers and home visits at select community and farmworker housing sites. Proctors were more likely to administer and assist participants more thoroughly and completely with one on one administration compared to group presentations. Similarly, participants were observed asking more questions compared to in group format. One on one administration also provided participants an opportunity to note their comments irrespective of English or Spanish literacy level. Comments written by Proctors were more legible and more accurately reflected the information the participant was sharing. In comparison, many comments from participants that self-administered were difficult to understand and could not be fully discerned, especially for those written in Spanish.

Twenty-four percent of qualifying surveys were collected in large groups greater than sixteen. Sixteen percent of qualifying surveys were collected in small groups of sixteen or less. Group surveys both large and small, were administered at migrant education program meetings, ELAC, Head Start, and other parent meetings or events at both member and participating school districts, parent meetings at Catholic churches. Typically, presentation and administration of the survey took between 25 minutes to 1 hour depending on the size of the group and level of assistance needed. Presentations included introduction of the Salinas Valley Adult Education Consortium, its online website when available, explaining the purpose of the need’s assessment and dispersing course information of the local adult education provider when possible. During administration of the survey, a lead proctor would guide the group through each question providing examples and explaining both meaning and rating scales while other proctors assisted participants individually as needed. Proctors clarified questions and aided filling in answers or comments as

needed. When available, site hosts and their staff also assisted participants when available. While information related to overall participation rates at each of the group presentations were not collected, Proctors observed few individuals that expressed no interest in completing the survey. That is, of the surveys distributed during group presentations, most were accepted by the participants. During presentations at migrant parent meetings, it was observed that couples, mainly the husband or male, would opt to have only one volunteer to take the survey. Proctors often encouraged them to complete one on their own but did not insist as it was likely to create uncomfortable situation for the participant if they were not literate or not literate in English and they would be uncomfortable receiving assistance.

Eleven percent of qualifying surveys were collected by “Other” or self-administered. Self-administration of the survey was an option for all survey participants irrespective of location site or format i.e. group or one on one. Participants were asked to participate and asked whether they would like to complete the survey or have the proctor complete the survey. A total of 138 respondents completed the survey by self-administration (see Appendix Table 36). Three percent of qualified surveys did not indicate an administration format.

Survey Assistance

Survey participants received assistance with reading questions, clarifying questions, entering answer fields or comment fields, all the above or received no assistance. To help facilitate survey assistance survey proctors and volunteers were recruited and trained. The recruitment and training of survey bilingual proctors included reviewing engagement techniques, how to recognize signs that a respondent may need assistance in completing the survey and basic research principals. Three proctors completed this process and assisted with this effort. All three of the paid proctors were from South County cities; Greenfield and King City. In addition to Spanish, one proctor also speaks Triqui- a native language of spoken by the Trique people of Oaxaca of which a large population resides in the southern region of the Salinas Valley. In addition to paid proctors, volunteers were recruited resulting in six high school volunteers and one community college employee volunteer. All the high school volunteers spoke Spanish, and two spoke Triqui and one Chatino (Triqui and Chatino are indigenous dialect native to Mexico). Proctors facilitated survey administration at sites with large groups and sites where Spanish or indigenous languages are spoken.

Forty seven percent of participants received assistance with clarifying questions and was the most common form of assistance that participants received (see Appendix Table 37). Forty-one percent of participants received assistance reading questions and it was the second most common form of assistance provided to participants.

Section IX - Focus Groups and Interviews

To gain a better understanding of barriers to entry and completion of adult education classes, programs and services, participants were invited to participate in a focus group. Those that could not attend a focus group participated in a phone interview. Four focus groups took place in each of the following cities: Salinas, Gonzales, and Greenfield. Phone interviews were conducted for the participants residing in the following cities: Castroville, King City and Soledad. A total of 30 participants participated in a focus group or interview. Participants were asked two key questions:

1. Have you been enrolled in an adult education program or service? If yes, did you experience any barriers? If you did not enroll but were interested, what prevented you from enrolling?
2. Are you interested in enrolling in an adult education program or service? If yes, are you experiencing any barriers to enrollment?

The most common response indicating barriers to entry and completion were transportation and childcare. Two participants indicated that instructors should keep students on track by not letting them socialize too much. That way students can use the time more wisely and progress. One participant from Gonzales indicated that “people have lots of excuses why they don’t come and learn English... if they really wanted to, they would find a way here”.

The most common response indicating reasons they did not complete a class or program in the past was work schedule conflicted with class i.e. either their work schedule changed, or the work season began. Four participants were from farm worker camps and all four indicated that bringing English classes to their housing would be the best way to increase enrollment. The best times are M-Th from 6-7pm (right after dinner).

Recommendations

Increase English as a Second Language (ESL) and Basic Computer classes. Over 50% of participants indicated they are interested in ESL and Basic Computer classes. SVAEC should increase the availability of these classes.

Increase classes during winter months. Most participants indicated they are available to take classes during winter months. Given that nearly 50% of participants indicated they are currently employed in Agriculture, they may be seasonally unemployed and therefore more available to take classes.

Offer shorter term more intense classes. Participants in the focus group shared an interest in increasing their progress towards learning by completing shorter term more intense classes. Participants suggested increasing the duration of class and reducing the number of months they are offered. This would be ideal for working adults who can only attend classes in the evenings or for seasonally employed adults that can attend class for longer periods of time during the off season.

Increase classes offered in the evening. Many participants indicated they are available to take classes in the evenings. Participants indicated they are most available between 6pm-7pm or 7pm-8pm in the evenings. Given the demographic composition of participants, it is reasonable to assume that although there are many unemployed females, day time hours may still be a barrier, especially if child care is needed.

Increase classes or job training related to healthcare and agriculture. Over 50% of participants indicated they are interested in Healthcare and Agriculture classes. Over half of those that indicated they were currently employed indicated they are employed in Agriculture. Among those that indicated they are employed in Agriculture, nearly half indicated they were interested in more job training. SVAEC should increase the availability of classes or programs in Agriculture and Healthcare as well as increase opportunities for Agriculture employees to obtain additional.

Increase outreach efforts. Community members expressed interested in learning more about adult education. At various survey sites, program information related to class schedules were made available and distributed to interested community members. Many indicated they did not know that a local provider offered classes or that class offerings had expanded in their area. When asked about the best method to communicate information related to adult education, most participants indicated at local schools or community boards. Outreach efforts should include this approach.

Increase outreach efforts for Spanish speakers with low literacy levels. Two thirds of participants attended school in Mexico, with an education level of 8th grade or below and 75% indicated Spanish as their primary language. Nearly half of all participants required assistance clarifying survey questions. Therefore, outreach and contact with the community should primarily be conducted in Spanish with literacy considerations. Limiting reliance on print materials with heavy verbiage and increasing the use of culturally appropriate imagery with high personal contact may be the best approach.

Develop outreach efforts to target females between the ages of 24 and 44. Nearly two thirds of participants were female but more significant is that females dominated representation at public school and church meetings, food bank distribution sites and libraries. It is likely that extending outreach efforts and increasing adult school presence at these locations will increase awareness and participation among females.

Support initiatives that assist community members in obtaining increased access to basic needs such as transportation and child care. The most common response provided indicating barriers to entry or completion shared by participants was child care and transportation. Increasing access to these needs is critical to the long-term success of adult education programs in the Salinas Valley. As with increasing outreach efforts, SVAEC should complement adult education with transportation or child care resources that may already be available. SVAEC should look to advocate or partner with agencies with shared interest in increasing access to basic needs for the community.

Appendix

Methodology

Background

During the Fall 2018, data from both SVAEC enrollment figures and U.S Census American Community Survey was collected and reviewed (see Table A and Table B). Review of enrollment data indicated lower than anticipated enrollment. An initial review of enrollment US Census data provided the basis for assessing regional need and informing the development of the need’s assessment survey.

Review of U.S Census American Community Survey highlighted need in key outcome areas-population, limited English households, educational attainment of adults, unemployment, poverty, adult literacy and U.S citizenship was collected and compiled. The information gathered was compiled into two sets of data, the first is Salinas Valley as a single regional area and the second is data by member district with an exception for Hartnell College and Monterey County Office of Education as their jurisdictions overlap with one or more of the member districts. For the Salinas Valley, 70% of the population of the Salinas Valley is over 18 years of age, 18% of households speak limited English, 39% of the adult population have an educational level at or below high school, 8.2% of the population 16 and over are unemployed, 17% of families live in poverty, 26% of adults 25 and over have an education level below 9th grade, 26% are non U.S citizens, and 8% of adults have a disability. The following summarizes the same areas by district member. The data collected by the U.S American Community Series indicates higher percentages exist in the South County areas-Gonzales, Soledad and South Monterey County Adult schools compared to those in North Monterey County and Salinas.

Table A. SVAEC 2017-18 (Q2) enrollment data by member

SVAEC Member	Total Adult Served (2017-18, Q2)
Gonzales	312
Hartnell	382
MCOE	39
North Monterey	221
Salinas	1934
Soledad	607
South Monterey	141
TOTAL	3,636

Table B. Percentage of population according to various demographic category by district member 2016*

District	Population 18+	Populations with Limited English Households	Adult population 18 and over with High School education or less	Population 16 and over that are unemployed	Families in poverty	Population 25 and over with less than a 9 th grade education	Population that are Non-US citizens	Population with a disability
Gonzales Adult School	64%	21%	49%	2.7%	21%	28%	28%	5%
No. Monterey County Adult Education	73%	16%	29%	8.3%	11%	20%	21%	9%
Salinas Adult School	70%	19%	37%	7.0%	15%	26%	27%	8%
Soledad Adult School	77%	22%	45%	7.9%	15%	26%	23%	5%
So. Monterey Adult School	67%	17%	42%	11.1%	22%	28%	25%	8%

*U. S Census: 2012-2016 American Community Survey 5-year Estimates

Survey Development

The SVAEC Community Needs Survey was developed in collaboration with SVAEC member districts during the Fall 2018. Development of the survey included obtaining feedback from district members and member of the SVAEC Steering Committee. The process resulted in the development of a survey with seven sections: pre-screening, demographic information, goals and interests, education, employment, job training and contact information. Collecting demographic information can assist the SVAEC in understanding need by zip code, age, gender, mobility, access to internet and disability. Collecting information related to educational goals, education and employment can assist the SVAEC in understanding barriers, long and short-term goals for community members. Questions specific to level of interest in adult or career training classes, programs and services assists the SVAEC in determining urgency of need. In addition to key information related to adult education and job training needs, SVAEC recognized the need to obtain optimal participation from community members with limited literacy abilities. To this end, literacy level considerations were included when obtaining feedback, testing and in formulating survey administration methods.

Survey Collection

Survey Monkey was selected as the data collection tool a Spanish language version- “SVAEC Evaluación de necesidades comunitarias 2018” was created to obtain optimal participation of Spanish speaking community members in the Salinas Valley. As part of the development process, reliability testing of the survey took place in late fall with two Spanish speaking groups—one from an ESL class in Salinas and the other from a parenting class in Greenfield. Feedback from both groups was integrated into the final Spanish language survey. Recruitment and training of bilingual survey proctors occurred between December 2017 and February 2018. Survey dissemination began in January 2018 and ended in June 2018.

Tables

Table 1. Q4-Participants city of primary residence by zip code

Zip Code City	Number of Responses	Percent of Participants
Castroville	89	7
Chualar	6	>1
Coalinga	1	>1
Gonzales	122	10
Greenfield	160	13
King City	161	13
Lockwood	1	>1
Prunedale	2	>1
Moss Landing	2	>1
Salinas	477	38
San Ardo	18	1
San Lucas	1	>1
Spreckels	1	>1
Soledad	133	11
Watsonville	13	1
Peninsula cities	14	>1
Out of district boundaries*	11	>1
Unknown	5	>1
Missing	26	2
Total	1,243	100

Percent rounded to the nearest whole number.

Table 1a. Q4-Number of qualifying surveys collected by district member.

District Member	Number of Responses	Percent of Participants
Salinas Adult School (Salinas)	478	38
South Monterey County Adult School (SMCAS)	342	28
Soledad Adult School (SAS)	133	11
Gonzales Adult School (GAS)	128	10
North Monterey County Adult Education (NMCAE)	106	9
Monterey Peninsula	19	2
Out of Area	11	>1
Unknown	26	2
Total	1,243	100

Hartnell College and Monterey County Office of Education have overlapping district boundaries with all five high school districts. Percent rounded to the nearest whole number.

Table 2. Q5-Number of qualifying surveys by gender.

District Member	Number of Responses	Percent of Participants
Female	845	68
Male	361	29
Other	1	>1
Total	1,243	100

Percent rounded to the nearest whole number.

Table 3. Q6-Number of respondents by age range

Age Range	Number of Responses	Percent of Participants
18-24	97	8
25-34	330	27
35-44	389	31
45-54	234	19
55-64	103	8
65-74	52	4
75 or older	6	>1
Not specified	33	3
Total	1,243	100

Percent rounded to the nearest whole number

Table 4. Q7-Number of participants by primary language

Primary Language	Number of Responses	Percent of Participants
Spanish	934	75
English	217	18
Triqui	29	2
Not specified	27	2
Mixteco	14	1
Zapoteco	9	>1
Other*	9	>1
Nahuatl	3	>1
Tagalog	2	>1
Total	1,243	100

Languages specified as other include: Chatino, French, Mexteco, Russian. Percent rounded to the nearest whole number.

Table 5. Q8-Number of participants that indicated moving frequently.

Do you move frequently (more than once a year) because of your job or your family's job?	Number of Responses	Percent of Participants
Yes	167	13
No	1049	84
Did not indicate	27	2
Total	1,243	100

*Percent rounded to the nearest whole number

Table 6. Q9-Number of responses indicating where access to the internet occurs

Location of internet access	Number of Responses	Percent of Responses	Percent of Participants
Home	841	54	68
Library	201	13	16
School	68	4	6
Work	146	9	12
Does not access internet	213	14	17
Other	81	5	6
Total	1,550	100	--

Participants could indicate one or more responses. Percent of total responses calculated based on total responses—1,550. Percent of participants calculated based on total participants—1,243. Percent rounded to the nearest whole number.

Table 6a. Q9-Number of responses indicating “Other” to where access to the internet occurs

Other	Number of Responses
Cell phone, phone or mobile device	63
Starbucks	4
Friends, Relatives house, different places	4
Gym	1
I am homeless	1
I do not use or use very little, I do not have internet at home	3
China Town Learning Center	2
CSUMB	1
I do not use it	1
N/A	1
Total	81

Table 7. Q10-Number of responses indicating usage hours by device type

Device type	Number of Responses	Percent of Responses	Percent of Participants
Computer	268	19	22
Laptop	142	10	11
Tablet	141	10	11
Smartphone	849	60	68
Other	20	1	2
Total	1,420	100	--

*Percent calculated based on total responses—1,420. Percent of participants calculated based on total surveys—1,243. Participants could choose more than one answer.

Table 7a. Q10-Number of responses indicating usage hours by interval and device type.

Device type	Number of Responses	>1	1 to 4	5 to 8	9 to 16	17 to 20	20 or more
Computer	268	5	122	45	43	44	9
Laptop	142	5	63	33	25	12	6
Tablet	141	4	72	23	19	20	3
Smartphone	849	15	281	204	168	84	97
Other	20	2	5	4	5	2	2
Total	1,420	31	543	307	260	162	117
Percent	100	2	38	22	18	11	8

*Percent calculated based on total responses. Participants could choose more than one answer.

Table 8. Q11-Number of participants that indicated they have a disability.

Do you have a disability?	Number of Responses	Percent of Participants
Yes	107	9
No	1104	89
Did not indicate	32	3
Total	1,243	100

*Percent rounded to the nearest whole number

Table 8a. Q11-Number of responses indicating a disability

Disability Description	Number of Responses
Accident	1
Arthritis	2
Attention Deficit Disorder (ADD)	1
Back, Back pain, Back Injury, Dislocated discs	15
Blurry Vision, Loss of Vision in One Eye, Cataracts, Blindness	4
Brain Surgery, Tumor, Head Injury, Cognitive Disorder	5
Cancer or Cancer Survivor	2
Depression	2
Diabetes	5
Difficulty Walking Temporarily Cannot Walk	2
Difficulty Understanding	1
Disabled	1
Dyslexia	4
Elbow injury or surgery	1
Epilepsy	1
Fiber Myalgia	1
Foot or Ankle Pain, Injury or Surgery	3
General Health Issues	1
Handicap on one side of my body	1
Heart Disease	1
Hearing loss or deafness	4
Hip Pain or Injury	2
Injury Unspecified	1
Knee or Leg Pain, Injury, or Surgery	10
Mental Health	2
Old Age	1
Post-Traumatic Stress Disorder (PTSD)	3
Recent Surgery Unspecified/Recovering from Surgery	2
Shoulder Pain or Injury	3
Uses a Wheelchair	1
Valley Fever	2
Total	85

Table 9. Q12-Number of responses indicating an educational goal

Educational Goal	Number of Responses	Percent of Responses*	Percent of Participants*
Learn English	716	19	58
Help My Children with Their School Work	554	15	45
Improve Computer Skills	460	12	37
Improve English Literacy	392	10	32
Learn a New Skill or Trade	297	8	24
Earn a Degree	250	7	20
Earn a Certificate	227	6	18
Prepare for a Citizenship Exam	222	6	18
Improve Basic Math Skills	195	5	16
Improve Spanish Literacy	152	4	12
Pursue General Topics of Interest	143	4	12
None	68	2	6
Other	43	1	4
Learn How to Use a Computer	23	>1	2
Total	3,699	100	--

*Percent calculated based on total responses. Percent of participants calculated based on total surveys. Percent rounded to the nearest whole number. Participants could choose more than one answer.

Table 9a. Q12-Number of responses indicating “Other” educational goal

Educational Goal	Number of Responses
Attend Bible School	1
BA	1
Become a Licensed Electrician, Nurse or Painter	3
Childcare	2
Diploma	2
Finish Elementary School	1
GED	2
Get a Teaching Credential	1
Go Back to School	1
Help my Grandchildren	1
Improve Word Processing Skills	1
Law Doctorate	1
Learn Activities that I Can Do with Kids	1
Learn a Hobby, How to Bake, Photography, Sign Language	4
Master’s Degree	4
More Electricity classes	1
Not Right Now	1
Nurse	1
Photograph, Graphic Design	2
Political Science, Sociology	2
Retired	1
Revalidate my Education in Mexico so that I can become a teacher in the US	1
Start a Business	1
Self-improvement Classes	3
Social Work	1
Strengthen Knowledge in my Current Profession	1
Study Medicine	1
Teach others	1
Total	43

Table 10. Q13-Number of responses indicating an education-based skill or knowledge to

Education-based skill or knowledge	Number of Responses	Percent of Responses*	Percent of Participants*
How to Enroll in classes at my local adult school	515	23	41
How to Enroll in classes at my local community college	323	14	26
How to Study Effectively	309	14	25
How to Apply for Financial Aid	243	11	20
How to Apply for College	220	10	18
How to Use the Library	197	9	16
None	197	9	16
How to Lead Community Events or Groups	191	9	15
Other	52	2	2
Total	2,254	100	--

*Percent calculated based on total responses—2,254. Percent of participants calculated based on total surveys—1,243. Participants could choose more than one answer.

Table 10a. Q13-Number of responses indicating “Other” educational-based skill or knowledge to learn or improve on

Educational Goal	Number of Responses
All	1
Be a leader in my community	1
Be able to communicate in Spanish to get a job	1
Become a homeless advocate for women like myself who fall into gray areas and don't qualify for programs and services	1
Computers	2
Help my kids transfer into college	1
How to engage myself in local government	1
How to enroll at CSUMB	1
How to speak in English	1
I would like for there to be more classes in King City	1
Increase community involvement	1
Learn a 2nd language	1
Learn about scholarships	2
Learn to read	1
N/A	1
Not right now	1
Not sure	1
Public speaking	1
Scientist	1
Study from home, I have time in the evenings	1
Training/ Hartnell	1
Total	23

Table 11. Q14-Number of responses indicating level of interest by adult class

Adult Classes	Not at All Interested	Somewhat Interested	Very Interested	Extremely Interested	Total Number of Responses
Basic Skills Computer	159	183	426	211	979
Basic Skills Math	188	209	274	142	813
Citizenship	204	84	211	174	673
English as a Second Language (ESL)	161	83	384	322	950
Diploma (HSD)	220	66	162	156	604
High School Equivalency (HSE)	201	75	193	144	613
Literacy (English)	160	84	328	258	830
Literacy (Family)	198	105	205	117	625
Literacy (Spanish)	199	137	206	118	660
Tutoring	198	108	145	97	548
Other	33	9	16	9	67
					7,362

Participants were asked to indicate a level of interest for each adult class.

Table 11a. Q14-Number of responses indicating level of most interest by adult class

Adult Classes	Most Interest	Percent of Responses*	Percent of Participants*
English as a Second Language (ESL)	706	16	57
Basic Skills Computer	637	15	51
Literacy (English)	586	14	47
Basic Skills Math	416	10	33
Citizenship	385	9	31
High School Equivalency (HSE)	337	8	27
Literacy (Spanish)	324	8	26
Literacy (Family)	322	7	26
Diploma (HSD)	318	7	26
Tutoring	242	6	19
Other	25	1	2
Total	4,298	100	

*Percent calculated based on total responses—4,298. Percent of participants calculated based on total surveys—1,243. Percent calculated to nearest whole number.

Table 11b. Q14-Number of responses indicating level of least interest by adult class

Adult Classes	Least Interest	Percent of Responses*	Percent of Participants*
Basic Skills Math	397	13	32
Basic Skills Computer	342	11	28
Literacy (Spanish)	336	11	27
Tutoring	306	10	25
Literacy (Family)	303	10	24
Citizenship	288	9	23
Diploma (HSD)	286	9	23
High School Equivalency (HSE)	276	9	22
English as a Second Language (ESL)	244	8	20
Literacy (English)	244	8	20
Other	42	1	3
	3,064	100	

*Percent calculated based on total responses—3,064. Percent of participants calculated based on total surveys—1,243. Percent calculated to the nearest whole number.

Table 11c. Q14-No. of responses indicating interest in “other” adult classes

“Other” Adult Classes	Number of Responses
Advanced Computer Skills	1
Business Services	1
Complete Diploma and master’s from home	1
Continue my Education by obtaining additional degrees or masters	1
Dance or Music	1
Domestic Services	1
Environmental Classes	1
Excel	2
Family Counseling	1
Financial Education/Responsibility	2
German	1
I am in too much pain to take classes	1
I want to learn all these things and more	1
I would like to see these in place for others	1
Leadership	1
Local Projects	1
Holistic	1
Massage and Holistic	1
Nutrition	1
Organization	1
Parent Classes ¹⁴	1
Photography	1
Resume and Interview	1
Sewing	1
Spanish	2
We need tutoring centers	1
N/A	5
Total	34

Table 12. Q15-Number of responses indicating level of interest by career training classes and programs

Career Training Classes and Programs	Not at All Interested	Slightly Interested	Very Interested	Extremely Interested	Total Responses
Agriculture	274	137	299	129	839
Automotive	393	105	155	102	755
Business Office Technology	303	145	203	117	768
Childcare	328	138	234	95	795
Construction	406	98	155	93	752
Cosmetology	329	120	204	123	776
Education	226	130	278	139	773
Financial Services	316	130	172	114	732
Healthcare	226	139	297	144	806
Hospitality	323	153	173	94	743
Public Safety	336	135	166	93	730
Retail	369	109	153	79	710
Small Business/Entrepreneurship	277	114	229	151	771
Other	45	9	13	23	90

Table 12a. Q15-Number of responses indicating level of most interest by career classes

Career Classes	Number of Responses	Percent of Responses	Percent of Participant
Healthcare	441	10	35
Agriculture	428	10	34
Education	417	10	34
Small Business/Entrepreneurship	380	9	31
Childcare	329	8	26
Cosmetology	327	8	26
Business Office Technology	320	8	26
Financial Services	286	7	23
Hospitality	267	6	21
Public Safety	259	6	21
Automotive	257	6	21
Construction	248	6	20
Retail	232	5	19
Other	36	1	3
Total	4,227	100	

*Percent calculated based on total responses—4,227. Percent of participants calculated based on total surveys—1,243. Percent calculated to the nearest whole number.

Table 12b. Q15-Number of responses indicating level of least interest by career classes

Career Classes	Number of Responses	Percent of Responses	Percent of Participants
Construction	504	9	41
Automotive	498	9	40
Retail	478	8	38
Hospitality	476	8	38
Public Safety	471	8	38
Childcare	466	8	37
Cosmetology	449	8	36
Business Office Technology	448	8	36
Financial Services	446	8	36
Agriculture	411	8	33
Small Business/Entrepreneurship	391	7	31
Healthcare	365	7	29
Education	356	6	29
Other	54	1	4
	5,813		

*Percent calculated based on total responses—5,813. Percent of participants calculated based on total surveys—1,243. Percent calculated to the nearest whole number.

Table 12c. Q15-Number of responses indicating interest in “Other” career training classes and

“Other” career training classes and programs	Number of Responses
Accounting	2
Animal Care/Training	1
Cooking Classes	2
Broadcasting/Communications (AM)	1
Community Leadership and Activism	2
Electrician*	2
Engineering	1
Excel and other basic computer programs	1
Eyewear	1
Fashion	1
Finance	1
Food Handling	1
Government Job Training	1
Graphic Design*/Photography	4
Holistic Health, Healing, Massage	2
Home Economics	1
Journalism	1
Landscaping	1
Leadership	1
Nutrition	2
Peace Officer	1
Public Speaking	1
Self Help	1
Sewing	1
Social Work	1
Transferring Your Child into College	1
Transportation	1
Videography	1
Water Treatment	1
Welding, Soldering	3
Total	41

*One or more respondent indicated interest in this class or program in another section of the survey, their response is noted here.

Table 13. Q16-Number of responses indicating availability by month

Month	Number of Responses	Percent of Responses	Percent of Participants
January	718	12	58
February	675	11	54
March	563	9	45
April	430	7	35
May	397	6	32
June	447	7	36
July	445	7	36
August	431	7	35
September	380	6	31
October	418	7	34
November	600	10	48
December	655	11	53
Total	6,159	100	--

Respondents could choose more than one, percent calculation based off total number of responses-6,159. Percent of participants calculated based on total number of surveys-1,243.

Table 13b. Q16-Number of responses indicating interest in “Other” months of the year

“Other” career training classes and programs	Number of Responses
All	25
Any	14
Childcare needed	3
Depends	1
Evenings	12
I am available	1
I am interested in everything, but work does not allow me the time	1
I am looking for help but One Stop Center Services said they don’t have any funds	1
I do not have time	2
I do not know	7
I work all year/full time	5
It depends, I do not feel well, month, time, time class is offered	4
January-February	1
Mornings	4
My work schedule is a bit difficult	1
No specific month hour is more important	2
Not at this moment/Time	2
Not interested	1
Not sure	1
November to March	2
Now	1
Only months I do not work	1
Only Sundays	1
Summer is best	1
Weekends	2
When work allows me	1
Winter time	1
N/A	8
2019	1
Total	107

*Participants could indicate more than one option in their responses.

Table 14. Q17-Number of responses indicating availability by days of the week

Days	Number of Responses	Percent of Responses	Percent of Participants
Monday	644	16	52
Tuesday	596	15	48
Wednesday	619	15	50
Thursday	598	15	48
Friday	640	16	51
Saturday	531	13	43
Sunday	414	10	33
Total	4,042	100	--

Participants could choose more than one, percent calculation based on total number of responses—4,042. Percent of participants calculated based on total number of surveys—1,243.

Table 14a. Q17-Number of responses indicating interest in “Other” days of the week

“Other” days of the week	Number of Responses
Afternoons/Late afternoons	2
All	3
All days/weeks	6
Any/any day of the week/everyday	11
Evenings-after 6pm	1
Evenings-Every day	7
Evenings- after 5pm	2
Evenings-T/Th	1
Every other weekend	1
Full time job	1
Full time student in a health program	1
I am not sure/I do not know/I do not know b/c of work	8
I am very busy/I do not have time	2
I can do Sunday morning, but it would be a lot	1
I do not have a fixed schedule because it’s always changes	1
If the class requires one to meet every day, then you would meet on Sunday	1
It depends, on work, month, and time/Varies, subject to change	7
Monday to Friday	3
Monday to Saturday	1
Monday-Friday (summer)	1
Mornings	3
Mornings- every	1
Mornings-M-F	1
Mornings-Tues, Th, Sat	1
Mornings-Saturdays 9-12	1
Mornings-Sunday	4
N/A	9
Need child care	1
No/None/Not at this moment/No time or day/Not interested/I can’t	8
Now	1
Online	1
Only the days I do not work	1
Or whenever it rains (no work for me then)	1
SAME COMMENT #16	1
Sundays I rest	1
Weekends	2
Weekends-during the school year	1
Well, when I have free time	1
Total	100

Table 15. Q18- Number of responses indicating availability by time of day

Time of Day	Number of Responses	Percent of Responses	Percent of Participants
8am-9am	311	8	25
9am-10am	377	10	30
10am-11am	380	10	31
11am-12pm	317	8	26
12p-1pm	224	6	18
1pm-2pm	182	5	15
2pm-3pm	149	4	12
3pm-4pm	144	4	12
4pm-5pm	204	5	16
5pm-6pm	351	9	28
6pm-7pm	469	12	38
7pm-8pm	431	11	35
8pm-9pm	316	8	25
	3,855	100	--

Participants could choose more than one, percent calculation based on total number of respondents—3,855. Percent participant calculation based on total number of participants-1,243.

Table 15a. Q18- Number of responses indicating interest in “Other” time of day

“Other” responses for time of day	Number of Responses
All day-December to March	1
All the days	1
Any/Anytime	4
Any day in the evenings	1
Classes should be 2-3 hours at a time not just 1 hour	1
Depends/On the day/Schedule/if I am available/Varies, everyday but at certain times	5
Due to work	1
During time off in the am, during work at night	1
Early	1
Evenings	2
Evenings-during the week/after 5pm/after 6pm	3
Evenings-Sundays	1
Friday after 11am	1
Full time job after need to babysit my nephew	1
I am very busy/I do not have time	2
I do not know/I am not sure/do not know until work	3
If there is childcare	1
I work Monday to Friday from 7:30 am to 10:30 pm	1
I would fit a Class in my schedule.	1
I would like to take classes, but I have an infant and need childcare	1
If I had child care I could do more hours	1
I need to find a job so this will change	1
Mornings	1
Mornings-if there is childcare	1
Mornings-Mon	2
Mornings-Mon, Wed, Fri	1
Mornings-Saturday 8am-12pm	1
Mornings-Saturdays 8-9am	1
Mornings-Sundays	5
Mornings-because I work night shifts	1
N/A	9
Need child care	1
No/None/Nope/Not interested	7
Now	1
Online	2
Only on Saturdays and Sundays	2
Other	1
Parents might babysit for me at that time only	1
SAME #16	1
Varies	1
Wednesday from 2-8pm and Thursday/Fridays from 8-1pm	1
Weeknights are best	1
When I work in the day I can take classes from 8-9pm	1
Winter no evenings	1
Total	78

Table 16. Q19-Number of responses indicating instructional format preference

Times	Number of responses	Percent of Responses	Percent of Participants
Classroom Instruction	636	34	51
Hands on Experiences	437	23	35
Online Learning	280	15	23
Project Based Learning	274	15	22
I Do Not Know	241	13	19
Total	1,868	100	--

Participants could choose more than one, percent calculation based off total number of responses—1,868. Percent of participants calculated on total number of participants—1,243.

Table 17. Q20-Number of responses indicating career priority level

Career Priorities	Not a Priority	Low Priority	Moderate Priority	High Priority	Total No. Responses	Percent of Responses
Get job training for a new career	221	98	267	328	914	16
Get a better job	133	60	256	555	1004	18
Get a promotion	234	66	198	318	816	15
Improve work conditions	144	57	282	429	912	16
Learn a new skill or trade	130	49	300	484	963	17
Start a business	263	94	188	330	875	16
Other	45	9	13	23	90	2
Total	1,170	433	1,504	2,467	5,574	100

Table 17a. Q20-Number of responses indicating moderate and high priority level by career goal

Career Goals	Number of Responses Moderate and High Priority	Percent of Responses	Percent of Participants
Get a Better Job	811	20	65
Learn a New Skill or Trade	784	20	63
Improve Work Conditions	711	18	57
Get Job Training for a New Career	595	15	48
Start a New Business	518	13	42
Get a Promotion	516	13	42
Other	36	1	3
Total	3,971	100	--

Participants could choose more than one, percent calculation based off total number of responses—3,971. Percent of participants calculated on total number of participants—1,243.

Table 17b. Q20-Number of responses indicating not a priority and low priority level by career goal

Career Goals	Number of Responses Low and Not a Priority	Percent of Responses	Percent of Participants
Start a New Business	357	22	29
Get Job Training for a New Career	319	20	26
Get a Promotion	300	19	24
Improve Work Conditions	201	13	16
Get a Better Job	193	12	16
Learn a New Skill or Trade	179	11	14
Other	54	3	4
Total	1,603	100	--

Percent calculation based off total number of responses—1,603. Percent of participants calculated on total number of participants—1,243.

Table 17c. Q20-Number of responses indication “Other” priority career goals

“Other” responses for priority career goals	Number of Responses
All these apply. I have a master’s degree, but I am fleeing 20+ years of Domestic Violence	1
Depends on the situation	1
Get a better job where one can feel comfortable	1
Help my kids get to college	1
I am happy with the work /current career I have	4
I prefer my church to go back to school	1
I would like to find a better job than working in the fields	1
I would like to have a business I can run from home	1
I would like to learn everything there is to know about makeup and embalming	1
I’m already employed	1
In a health program now for 2years	1
Learn English	1
Learn Spanish	1
N/A	5
None	1
Not right now, maybe in the future	1
Retired or retiring soon	4
Welding, Construction, Automatic	1
Work in an office	1
Total	29

Table 18. Q21-Number of responses indicating a career-based skill or knowledge they would like to learn or improve on

Career Based Skill	Number of Responses	Percent of Responses	Percent of Participants
Where to Find Job Postings	568	23	46
How to Explore Career Options	395	16	32
How to Interview for a Job	391	16	31
How to Prepare or Improve my Resume	363	15	29
How to Sign up for Job Readiness Skills Training	357	15	29
How to Sign Up for Job Training	348	14	28
Total	2,422	100	--

Percent calculation based off total number of responses—2,422. Percent of participants calculated on total number of participants—1,243.

Table 19. Q22-Number of responses indicating industries that participants would like to be employed in.

Industry	Number of Responses	Percent of Responses	Percent of Participants
Agriculture	414	15	33
Education	319	12	26
Healthcare	290	11	23
Childcare	257	9	21
Cosmetology	255	9	21
Information Technology	174	6	14
Construction	174	6	14
Hospitality	173	6	14
Financial Services	162	6	13
Automotive	162	6	13
Retail	151	6	12
Public Safety	131	5	11
Other	80	1	6
Total	2,742	100	--

Percent calculation based off total number of responses—2,742. Percent of participants calculated on total number of participants—1,243.

Table 19a. Q22-Number of responses indicating “Other” industries participants would like to be employed in.

“Other” responses for career goals	No. of Responses
Administrative	1
Animal care and training	1
Aviation	1
Bus Driver for Children	1
Business/Small Business	5
Cashier	2
Certified Translator	1
Chef Cook	2
Currently employed	2
Customer service	1
Dental	1
Design	1
Electricity/Electrician	2
Employed in AG	1
Environmental resources management	1
Eyewear or Management	1
Fabrication, Welding	2
Food and nutrition	1
Funeral Director	1
Gastronomy	1
H R	1
Help kids with disabilities	1
House keeping	2
I can’t work I am disabled	1
I could get a job in medical office	1
I do not know/I’m not sure	3
Law or Writer	1
Library	1
Logistics	1

Media, desktop publishing	1
Merchant	2
Motivator	1
N/A	11
Non-profit	2
None/Not Specified	7
Not right now	1
Office, Office Technology	4
Paralegal	1
Photography	1
Psychology	1
Pottery	1
Real Estate	1
Retiring	1
Self Employed	3
Take care of elderly people	1
Technology	1
Trucking	1
Videography	1
Total	83

Table 20. Q23-Number of participants that indicated they attended school in a country other than the United States.

Attended school in a country other than the United States	Number of Responses	Percent of Participants
Yes	840	68
No	340	27
Did not indicate	63	5
Total	1,243	100

*Percent rounded to the nearest whole number

Table 20a. Q23-Number of responses indicating a country other than the United States

Country	Number of Responses	Percent of Participants
Australia	1	>1
China	1	>1
Columbia	2	>1
El Salvador	14	1
England	1	>1
France	1	>1
Honduras	3	>1
Mexico	642	52
Peru	1	>1
Philippines	1	>1
Ukraine	1	>1
Total Responses that identified a country	668	54
Other (responses that did not identify a county)	3	>1
Total Responses	671	54
Did not indicate	572	46
Total	1,243	100

Percent rounded to the nearest whole number. Other included responses that are not countries: Alaska, Santa Cruz and Oversees.

Table 21. Q24-Number of responses that indicated a level of education completed outside the United States

Education Level	Number of Responses	Percent of Responses (n=819)	Percent of Participants (n=1243)
8th grade or below	590	72	48
9-12th grade, no diploma	87	11	7
High School Equivalency (GED/HSE or HiSET)	-	-	-
High School Diploma	85	10	7
Some college	39	5	2
Associates degree (2-year college)	2	>1	>1
Bachelor's degree	15	2	2
Doctorate or Professional school degree (doctor or lawyer)	1	>1	>1
Total Responses that identified level of educational attainment	819	100	66
Did not indicate	424	-	34
Total	1,243	-	100

Percent rounded to the nearest whole number.

Table 21a. Q24-Number of responses indicating a level of education completed outside the United States by combining levels

Education Level	Number of Responses	Percent of Participants
High School Diploma or below	764	61
Some college	22	2
Bachelor's degree or above	32	3
Not specified	435	34
Other	0	0
Total	1,243	100

Percent rounded to the nearest whole number

Table 22. Q25-Number of participants that indicated they attended school in the United States.

Attended school in the United States	Number of Responses	Percent of Participants
Yes	488	39
No	625	50
Did not indicate	130	11
Total	1,243	100

*Percent rounded to the nearest whole number

Table 23. Q26-Number of responses indicating a level of education completed in the United States

Education Level	Number of Responses	Percent of Responses (n=503)	Percent of Participants (n=1243)
8th grade or below	55	11	4
9-12th grade, no diploma	72	14	6
High School Equivalency (GED/HSE or HiSET)	80	16	6
High School Diploma	103	20	8
Some college credit, no certificate or degree (community college or four-year college/university)	68	14	6
Some college credit, with a certificate (community college or four-year college/university)	17	3	1
Associates degree (2-year college)	44	9	4
Bachelor's degree	45	9	4
Master's degree	18	4	1
Doctorate or Professional school degree (doctor or lawyer)	1	>1	>1
Total Responses that identified level of educational attainment	503	100	40
Not specified	698	-	56
Other	42	-	3
Total	1,243	-	100

Percent rounded to the nearest whole number

Table 23a. Q26-Number of responses indicating a level of education completed in the United States by combining levels

Education Level	Number of Responses	Percent of Participants
High School Diploma or below	310	25
Some college	129	10
Bachelor's degree or above	64	5
Not specified	698	56
Other	42	3
Total	1,243	100

Percent rounded to the nearest whole number

Table 24. Q27-Number of responses indicating special education services

Response	Number of Responses	Percent of Participants
Yes	62	5
No	1,030	83
I do not know	16	1
I do not remember	21	2
Not specified	114	9
Total	1,243	100

Percent rounded to the nearest whole number.

Table 25. Q28-Number of responses indicating best method to communicate information to the community

Communication Methods	Number of Responses	Percent of Responses	Percent of Participants
At a School	595	20	48
Public Library	399	13	32
Social Media	378	12	30
At a Community Event	358	12	29
TV or Radio Ads	339	11	27
Community Boards	276	9	22
Family or Friends	240	8	19
Teacher or Educator	190	6	15
School Website	179	6	14
Other	88	3	7
Total	3,042	100	--

Percent rounded to the nearest whole number.

Table 25a. Q28- Number of Responses indicating "Other" methods to communicate to the

"Other" methods to communicate to community	Number of Responses
Both English and Spanish	1
Church	2
Community bulletin board	1
Door to Door/In one's own home	10
Emails	8
Flyers	2
Hebron family center	3
Internet/Website Research	2

Job fair	1
Laundry mats and store bulletin boards: Costco, Pharmacy, Supermarkets	26
Local news/News-El Sol	3
Magnets	1
Mail/Mailers	10
N/A	3
Not interested	1
Phone/Text Messages	1
Post office	2
Presentations	1
R and R	2
Rancho San Miguel Store	1
Resource centers	1
Share at school and with friends	1
Social services	1
Utility bill like water	2
Web	1
What's app.	1
Work uniforms/Packing Companies	2
Yellow pages	1
Total	91

Table 26. Q29-Number of responses indicating current employment status

Current Employment Status	Number of Responses	Percent of Participants
Yes, one job	582	47
Yes, more than one job	34	3
No	514	41
Did not indicate	113	9
Total	1,243	100

Table 27. Q30-Number of responses indicating industry of current employment and number of years in the industry

Industry	Less than 1 year	2 to 4 years	5 to 7 years	8 to 10 years	11 to 15 years	15 years or more	Number Responses	Percent of Responses by Industry	Percent of Participants
Agriculture	24	53	39	58	43	76	293	48	24
Automotive	4	3	1	1	1	0	9	3	1
Business Office Technology	0	0	0	0	0	0	0	0	0
Childcare	8	5	4	9	5	7	38	12	3
Construction	7	8	2	1	1	4	23	7	2
Cosmetology	4	2	1	7	0	0	7	2	>1
Digital Media	4	2	2	0	0	0	8	2	>1
Education	5	9	10	5	6	9	44	14	4
Financial Services	2	2	4	2	1	2	13	4	1
Information Technology	2	2	1	1	1	1	8	2	>1
Healthcare	7	5	9	8	4	4	37	11	3
Hospitality	4	6	3	3	7	5	28	9	2
Public Safety	2	2	1	2	0	0	7	2	>1
Retail	8	8	8	7	2	3	36	11	3
Small Business/Entrepreneurship	0	0	0	0	0	0	0	0	0
Other	11	11	10	7	4	15	58	18	5

Total Responses	92	118	93	103	77	126	609	100	--
Percent of Responses by Years	15	19	15	17	13	21	--	--	--
Percent of Participants by Years	7	9	7	8	6	10	--	--	--

Percent of responses calculation based on total number of responses—609. Percent of participants calculated on total number of participants—1,243.

Table 27a. Q30-Number of responses indicating “Other” industry

“Other” industry	Number of Responses
Day labor	1
Elderly care	1
Gardening	1
Government	2
Janitorial	1
Library	1
Medical Doctor Office	1
None/N/A	2
Non-profit	1
Store	3
Wash/Dry	1
Welding shop	1
Wine industry/Winery	2
Total	18

Table 28. Q31-Number of participants indicating whether their job requires certifications, licenses or training.

Certification, license or training requirement	Number of Responses	Percent of Participants
Yes	205	17
No or I do not know	378	30
Did not indicate	660	53
Total	1,243	100

Percent rounded to the nearest whole number

Table 28a. Q31-Number of participants specifying their certificate, license or training

Certificates, Licenses or Training Type	Number of Responses
3 weeks of training	1
30-day credential	1
48 credits college	1
AA/AS degree	2
Annual license	1
Associate Assistant	1
B. A	8
Background check	1
Bus, Carpentry Training	1
Business license	1
CA Life Elementary	1
CBEST	1
Certificate	3
Chemical Handling/Safety	2

Child care	2
Childhood Education, training	1
Cleaning chemical safety	1
CNA	3
Dialysis technician	1
College permit and childcare license	1
Commercial license/DL	5
Computers	2
English	1
CPR/First Aid	6
ALICE	1
Credential, ongoing professional development	1
Drivers safety training, information security trainings	2
ECE class/ permit/certificate	2
Electrician	1
English	1
Financing	1
Firefighter/Engineer, Paramedic	1
Food Handler/Safety	6
Fraud prevention training	1
GED	3
Graphic design software	1
High School Diploma/College units	2
How to use hygiene tools	1
Income tax certification	1
Insurance certificate/ Notary, clearance	1
Insurance license	1
Lettuce machine operator	1
License and training	1
M.A	2
M.A. library studies	1
M.A. counseling w/pps credential	1
Managers certificate	1
Masters and certificate in Rehab counseling (CRCC)	1
Medical	1
Medical Assistant certificate	2
Music training- knowledge	1
Nurse	1
Nutrition	2
Organization	1
Pesticides	3
Preschool Teacher Permit	1
Real Sate broker license	1
RN/BS	1
Sales training safety	1
Security	1
State license	1
Teacher Credential	3
Tractor Driver/ATV License/Forklift/Class A	6
Trucker	1
Total	110

Table 29. Q32-Employer provided job training by type.

Employer job training type	Number of Responses	Percent of Participants
On the Job (at my job)	342	28
Offsite (at home, at a school or training center)	80	6
Online	70	6
None	77	6
I do not know	90	7
Not applicable (N/A)	240	19
Other	16	1
Did Not Indicate	328	26
Total	1,243	100

Percent rounded to the nearest whole number.

Table 29a. Q32-Number of responses indicating "Other" to employer provided job training

"Other" employer provided job training	Number of Responses
Banquet set up	1
Certifications	1
First Aid	1
In the Office	1
Mandatory P.O.S.T. California	1
Onsite Professional Development, Classes and Online Training	2
None	2
Total	9

Table 30. Q33-Employer provided job training assistance by type.

Employer job training assistance type	Number of Responses	Percent of Participants
Paid Time Off to Participate in Job Training	235	19
Unpaid Time Off to Participant in Job Training	37	3
Financial Assistance (reimbursement, stipend, voucher etc.)	38	3
I Do Not Know, or I am Unsure	163	13
None	107	9
N/A	241	19
Other	14	1
Did Not Indicate	408	33
Total	1,243	100

Percent rounded to the nearest whole number.

Table 30a. Q33-Number of responses indicating "Other" to employer provided job training assistance by type.

Other	Number of Responses
\$1,000/year	1
Paid Time to watch online videos	1
Security awareness training	1
They send us to other locations	1
They will pay if you to go school for business	1
Total	5

Table 31. Q34-Number of responses indicating interest in obtaining additional job training or skills

Response	Number of Surveys	Percent of Participants
Yes	502	40
No	187	15
I Do Not Know	30	2
N/A	147	12
Did Not Indicate	357	29
Total	1,243	100

Percent rounded to the nearest whole number.

Table 31a. Q34-Number of responses indicating where participants plan on obtaining additional job training

Location	Number of Responses
Adult School	2
Anywhere	1
At the City	1
Attending Trainings	1
Castroville	1
CET	1
College/University	9
Community College/Jr. College	5
Locally	1
Hartnell	5
I am Not Sure/I Do Not Know	6
King City	1
Library	1
MCOE	1
Monterey Peninsula College	1
Public Sector	1
Online	1
SAS	1
Salinas Adult School	1
School	5
Soledad	2
Where its offered	1
Total	49

Table 32a. Q35a-Number of responses indicating participants want to be contacted about programs or services

Response	Number of Surveys	Percent of Participants
Yes	793	64
No	307	25
Did not indicate	143	12
Total	1,243	100

*Percent rounded to the nearest whole number.

Table 32b. Q35b-Number of responses indicating participants want to be invited to participate in a focus group

Response	Number of Surveys	Percent of Participants
Yes	710	57
No	353	28
Did not indicate	180	15
Total	1,243	100

*Percent rounded to the nearest whole number.

Table 33. Q36-Number of participants that provided a name, phone number or email.

Contact Information Type	Number of Responses	Percent Participants
Name	809	65
Phone Number	724	58
Email	222	18

Percent calculated individually based on total participants, 1,243. Percent rounded to the nearest whole number

Table 34. Q37-Additional comments

Comments	Number of Responses
30 - Public library	1
At the moment I am not interested maybe another time	1
Can't get out, on a wheelchair	1
Computer classes on Saturdays	1
Everything you are offering is good.	1
For Gonzales parents	1
Friend found it difficult to enroll was given paper in English, but he only speaks Spanish sign up for ESL.	1
GED	1
Good information	2
Good luck	1
Have classes here after 5pm.	1
Help us get better jobs.	1
How to get information	1
I am interested in ESL, health and how to help my children. Hopefully classes will be here	1
I am interested in GED	1
I am interested in starting my own business	1
I am very interested in learning English	1
I hope you continue with these surveys	1
I like how you showed us all the programs and classes, thank you!	1
I liked everything, but I do not have the time, thank you	1
I loved the information and I would like another presentation to get more information	1
I prefer evenings	2
I want to learn how to weld and electric as well	1

I want to sign up for English classes	1
I would like for classes to be in Greenfield	1
I would like for the classes to be accessible to all	1
I would like to learn about driving laws	1
If there is childcare, call me please	1
In the evenings after 5pm	1
It is important to have these programs and for us parents to get more training	1
It was a little long	1
It was very interesting, thank you!	1
It would be great to have a program to learn new things	1
It would be great to offer something for parents with children with special needs	1
Janitor at school, revive by mail.com	1
Libraries should be open on Monday. It has been very helpful and useful.	1
N/A	2
No	1
No Transportation	1
Not good at math not interested in continuing school- be patient with folks hopefully people can take advantage.	1
Not interested (retired)	1
Q#10: estimated hours per week it is a guess (it might be more). I took computer to mean desktop computer since your listed laptop separately. Technically smartphones and tablets are computers as are laptops.	1
Renewing CNA certification could help me; however, the school fees are extremely high and making it very hard to continue with CEUS even getting CEUS are harder when high fees are Applied. In 1997 when I first received my certification was affordable books and class, the was affordable books and class, the test with Red Cross was not bad either Now, it's like become school business and made fees go higher, intend helping the, our community prevail with their Cost. I personally need help to go ahead! Thanks	1
Right now, I can't take any classes because my work starts in two weeks but next year during winter I can	1
Thank You/Thank you very much	6
Thank you for presenting to our group	1
Thank you for these questions because many of us look for ways to education ourselves	1
Thank you for your support in improving and having a better future	1
Thanks for the information	1
Thanks for wanting to help us	1
Thanks for your interest in the community	1
That's good, hopefully you can provide the skills	1
The problem is not the training available it is the lack of follow through allowing for certifications which will grant people access to new careers.	1
This survey was very interesting	1
Very good/Very good suggestions	2
Very interesting survey	1
Wasted resource on trying to provide services, people are not interested. H.S student take satellites class but then don't continue	1
Total	66

Table 35. Q38-Number of participants by location type.

Location Type	Number of Surveys	Percent Participants
Schools	375	30
Food Bank	183	15
Government or County Agency	188	15
Churches	138	11
Libraries	124	10
Shopping Center	60	5
Farmworker Housing	48	4
Private Residence	44	4
Low Income Housing	43	3
Community Center or Event	29	2
Unknown	11	1
Total	1,243	100

Percent rounded to the nearest whole number

Table 36. Q39- Number of surveys collected by administration format

Administration Format	Number of Responses	Percent
Individual, one on one	575	46
Large Group, more than 16	294	24
Small Group, 16 or less	195	16
Other*	138	11
Unspecified*	41	3
Total	1,243	100

*Respondents indicated "Self" as "Other"

Table 37. Q40-Number of surveys collected by assistance type

Assistance Type	Number of Responses	Percent of responses	Percent of participants
Reading questions	508	26	41
Clarifying questions	588	30	47
Entering answer fields	362	19	29
Entering comment fields	10	1	1
All the above	25	1	2
None	463	24	38
Total	1,956	100	100

Participants that indicated "self" were counted as "None". Percent of participants counted based on total surveys collected 1,243 and percent of responses calculated based on total responses 1,956)