SALINAS VALLEY ADULT EDUCATION CONSORTIUM

Strategic Planning

Needs Assessment: 2022

Written by: Rosio Pedroso, MPP

Aidee Farias, MBA

Date: April 15, 2022

Table of Contents

Introduction

To complete the three-year strategic plan required by the State of California, the Salinas Valley Adult Education Consortium (SVAEC) contracted with Pedroso Consulting to conduct the needs assessment component of the strategic plan. Based on previous consortium efforts and in conjunction with SVAEC members, Pedroso Consulting developed an updated needs assessment strategy.
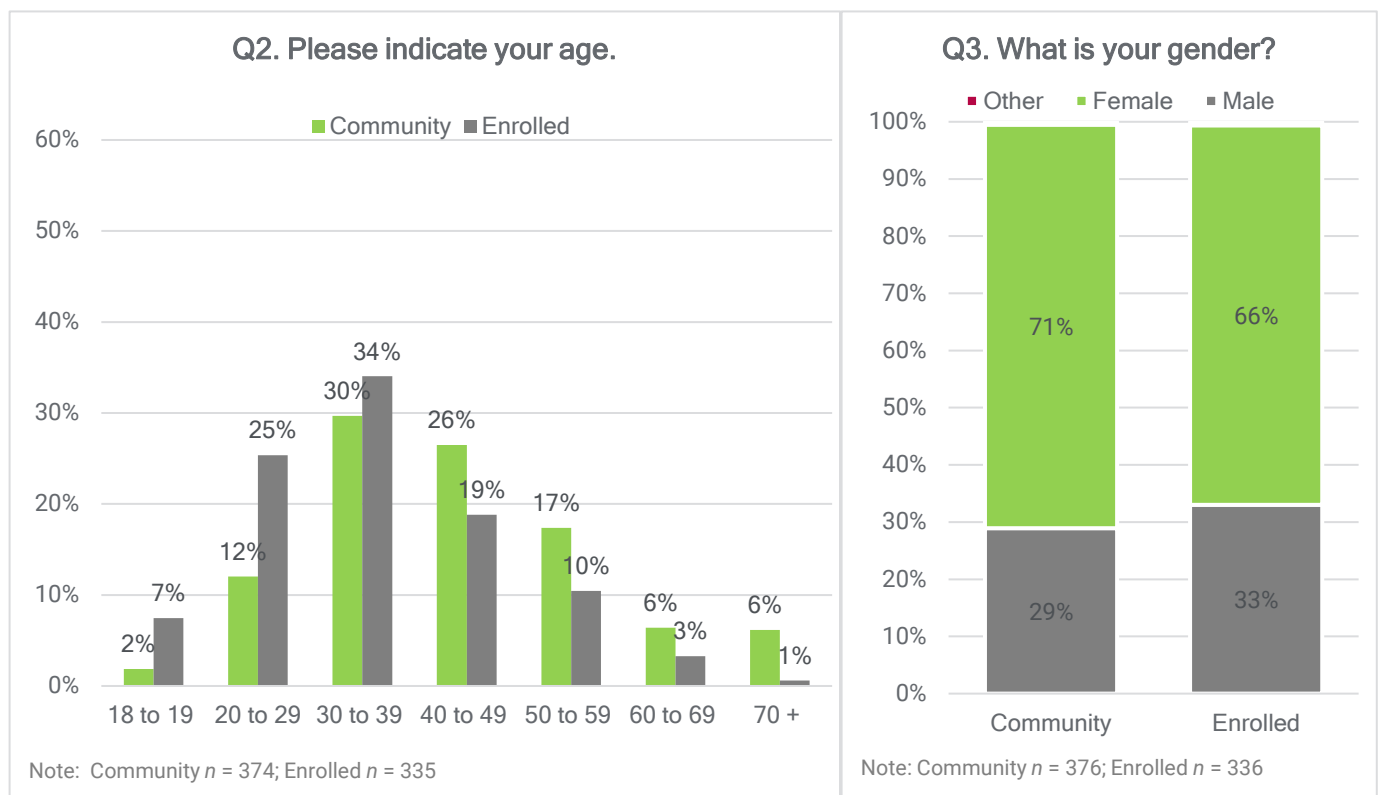
To understand the educational and career needs and barriers of the community, two surveys were developed, one for Salinas Valley community members not enrolled and the second for enrolled consortium students. Surveys were administered in English or Spanish. To further capture the needs of the community, 16 telephone interviews were conducted.

The report describes needs assessment findings from both enrolled students and community members in five sections. The first section describes participants' demographic information including age, gender, zip code, primary language, education and employment status. Sections two and three describe participants' educational and professional goals and interests. The fourth section details the barriers and challenges to reaching the educational or career goals and includes key findings from the interviews. Section five provides recommendations and suggestions based on survey and interview findings. Appendix A describes the approach and method used to collect data. The English surveys are provided in Appendices B and C.
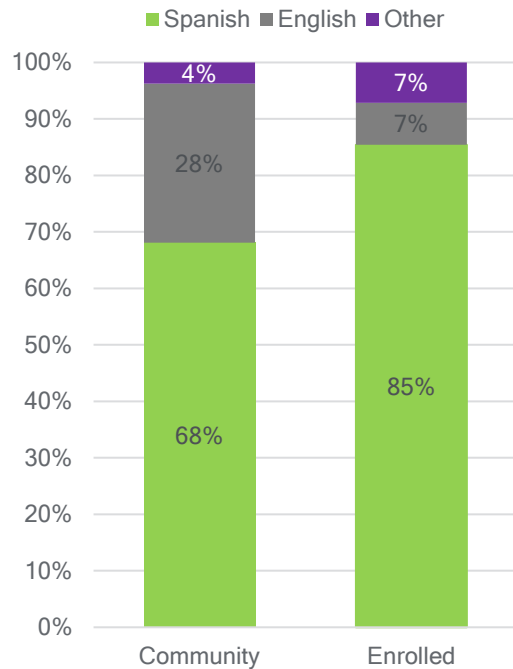
Section I. Participant Demographics

Participants were asked to list their age, gender, primary language, employment status and educational attainment.

- **Age:** Across community members and enrolled students, the majority of survey participants were between the ages of 20 and 49 (figure Q2). The average age for enrolled and community participants was 36 and 43 respectively.

- **Gender and language:** In addition, the majority of participants were female (figure Q3) and spoke Spanish (figure Q4) across both types of survey participants.

- **Employment status:** Among community members, 35% were unemployed and 28% were employed full-time. Among enrolled students 38% were unemployed while 28% were working full-time (figure Q5).

- **Educational attainment:** Across both types of survey participants, the majority (between 73% and 86%) had a high school diploma or less (figure Q6).
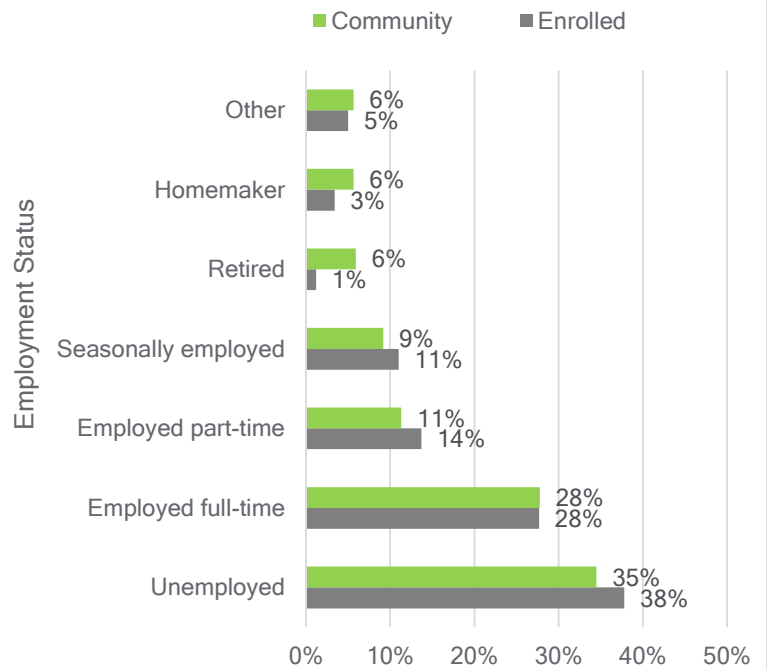

Q2. Please indicate your age.

Note: Community *n* = 374; Enrolled *n* = 335

Q3. What is your gender?

Note: Community *n* = 376; Enrolled *n* = 336

Q4. What is your primary language?

Legend: ■ Spanish ■ English ■ Other

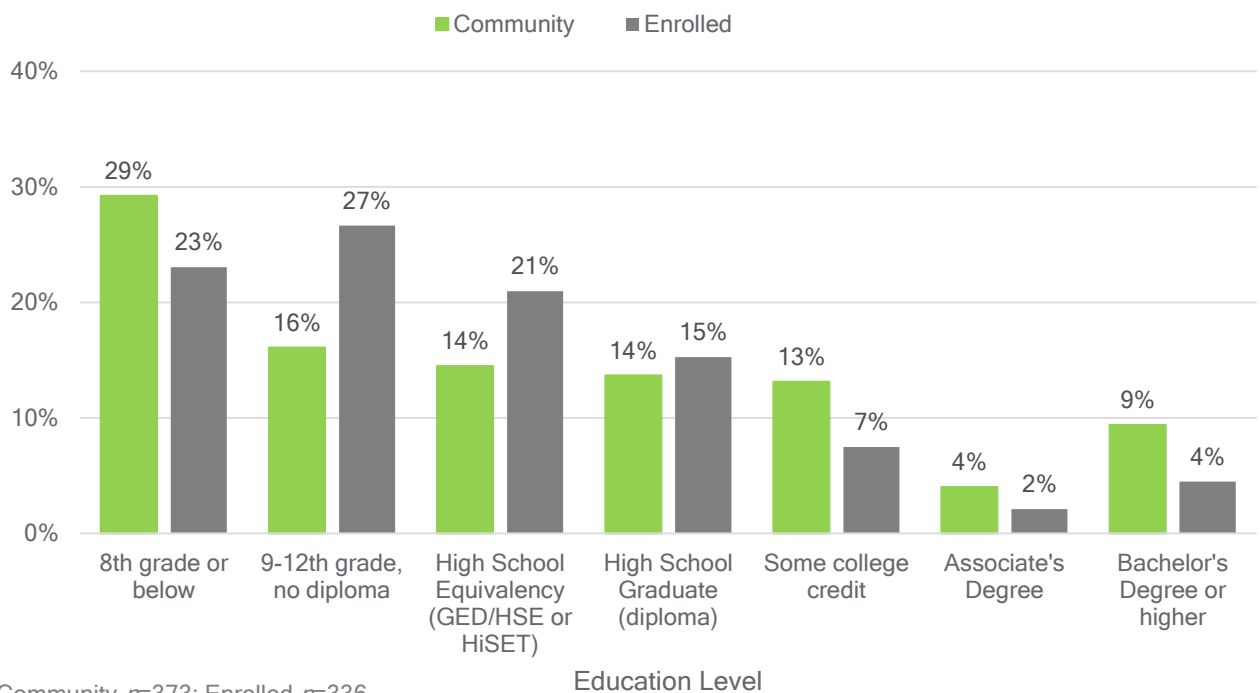|	Community	Enrolled
Other	4%	7%
English	28%	7%
Spanish	68%	85%

Note: Community *n* = 376; Enrolled *n* = 336
Other responses: Japanese, Italian, Mixtec, Trique, Zapoteco, Nahuatl, Tagalog, Korean, Vietnamese, Mandarin, Cantoense, Arabic or other Middle Eastern language, Tojolabal, and Chatino.

Q5. Please indicate the type of employment that best describes you.

Legend: ■ Community ■ Enrolled

Employment Status

	Community	Enrolled
Other	6%	5%
Homemaker	6%	3%
Retired	6%	1%
Seasonally employed	9%	11%
Employed part-time	11%	14%
Employed full-time	28%	28%
Unemployed	35%	38%

Note: Community *n* = 371; Enrolled *n* = 336
Other responses; Self-employed, electrician and mechanic, homemaker, caregiver, disabled/disability, hair stylist, student, military, extranjero

Q6. What is the highest level of school completed or degree received?

Legend: ■ Community ■ Enrolled

Education Level	Community	Enrolled
8th grade or below	29%	23%
9-12th grade, no diploma	16%	27%
High School Equivalency (GED/HSE or HiSET)	14%	21%
High School Graduate (diploma)	14%	15%
Some college credit	13%	7%
Associate's Degree	4%	2%
Bachelor's Degree or higher	9%	4%

Note: Community *n*=373; Enrolled *n*=336

Section II: Educational Goals and Course Interests

Participants were asked to indicate their educational goals and of those listed, which was the most significant to them. In addition, participants were asked to indicate the course or classes they were interested in.
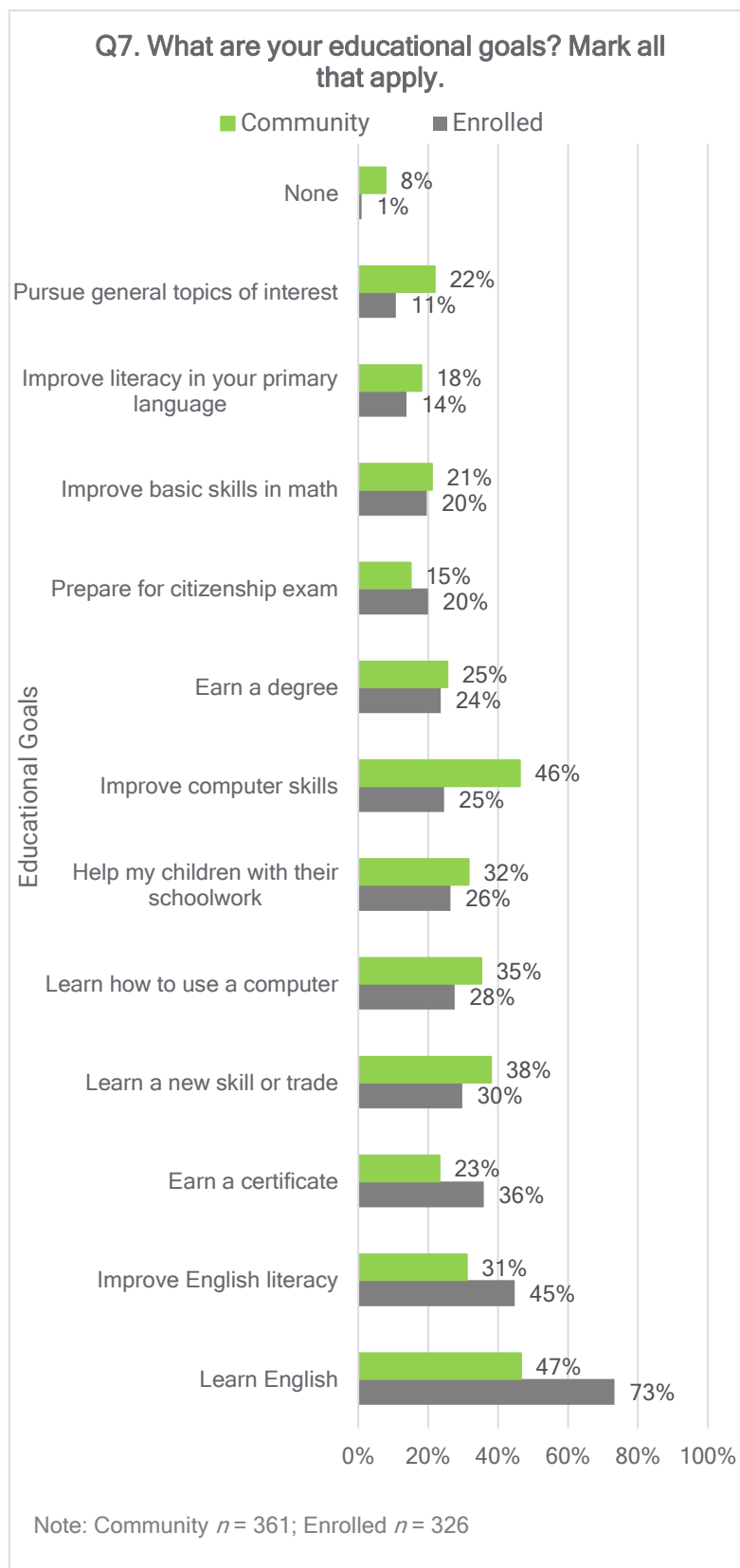
Educational Goals

Some differences between community and enrolled students exist regarding their educational goals and those most significant to them, but both are consistent in their desire to learn and improve their English, which were the top two reported educational goals (figure Q7). The topmost commonly reported educational goals were as follows:

Enrolled students

1. Learn English (73%)
2. Improve English literacy (45%)
3. Earn a certificate (36%)
4. Learn a new skill (30%)

Community members

1. Learn English (47%)
2. Improve computer skills (46%)
3. Learn a new skill (38%)
4. Learn how to use a computer (35%)

Q7. What are your educational goals? Mark all that apply.

■ Community   ■ Enrolled

Educational Goals	Community	Enrolled
None	8%	1%
Pursue general topics of interest	22%	11%
Improve literacy in your primary language	18%	14%
Improve basic skills in math	21%	20%
Prepare for citizenship exam	15%	20%
Earn a degree	25%	24%
Improve computer skills	46%	25%
Help my children with their schoolwork	32%	26%
Learn how to use a computer	35%	28%
Learn a new skill or trade	38%	30%
Earn a certificate	23%	36%
Improve English literacy	31%	45%
Learn English	47%	73%

Note: Community *n* = 361; Enrolled *n* = 326

Most Significant Educational Goal

English as a second language continues to be at the forefront for survey participants. ESL comprised the largest percentage of responses for both groups (48% for enrolled and 35% for community members) when asked to indicate their most significant goal. Among enrolled students, 19% indicated earning a certificate was their most significant educational goal, comprising the second highest proportion of responses.

In contrast, among community members, earning a degree was the second largest proportion of responses. Finally, 10% of community members also indicated their most significant educational goal was to help their children with their schoolwork (figure Q8).[1]

Course Interests

Across both groups, the desire to learn or improve English was noted in the response to the course they were most interested in, followed by basic computer skills. Enrolled students are also interested in taking basic math skills, while community members are interested in family literacy classes (figure Q9). The topmost commonly reported courses of interest were as follows:

Q8. Please indicate the goal that is most significant for you.

Note: Community *n* =345; Enrolled *n* =326

Enrolled students
1. English as a second language (87%)
2. Basic computer skills (68%)
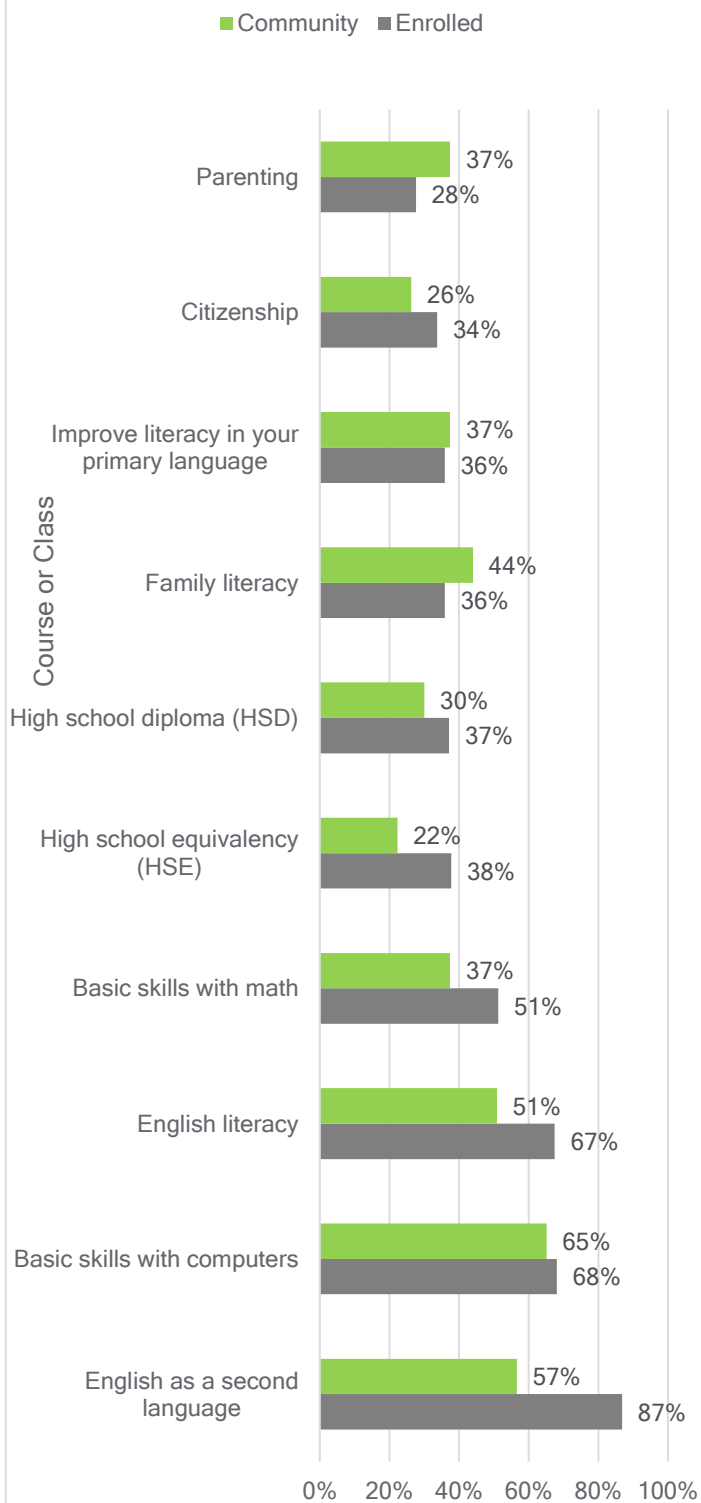3. English literacy (67%)
4. Basic math skills (51%)

Community members
1. English as a second language (57%)
2. Basic computer skills (65%)
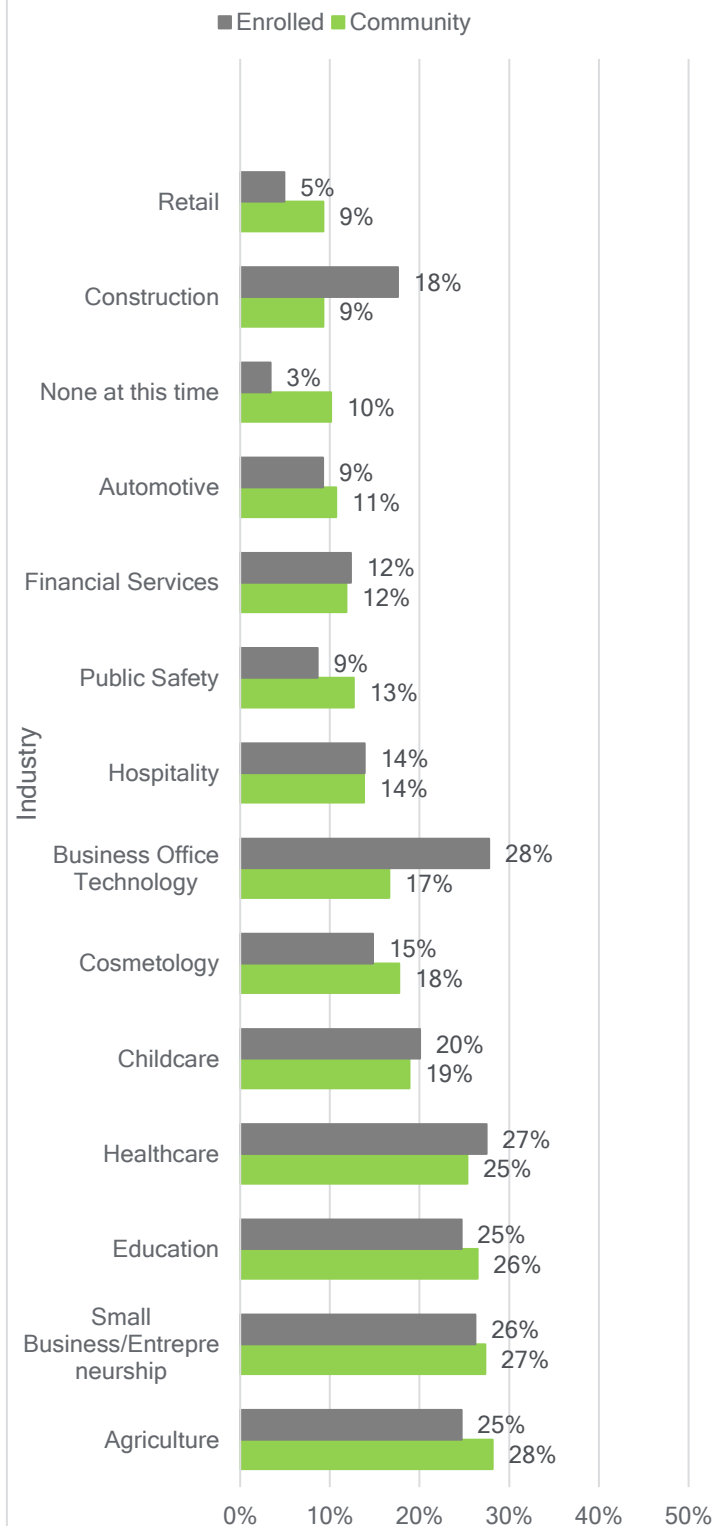3. English literacy (51%)
4. Family literacy (44%)

---
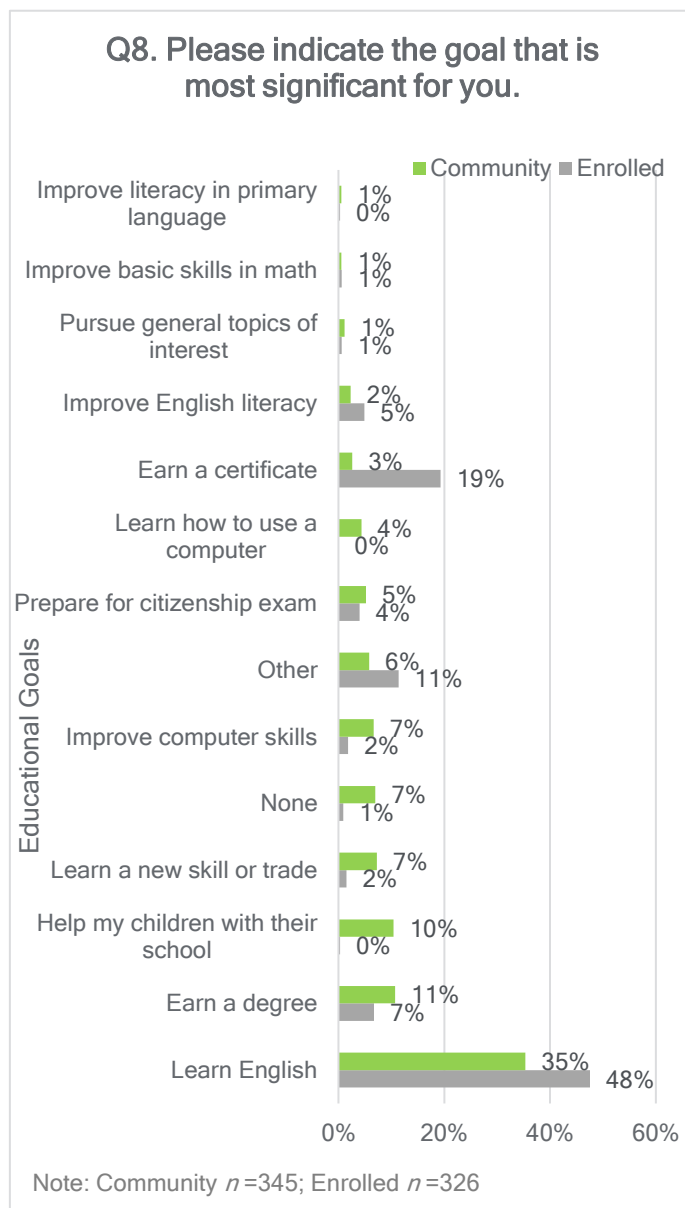
[1]Participants were asked to indicate a singular most significant educational goal. Across both groups, several provided multiple answers (23 community members and 29 enrolled students did so). The first response was used as the official response.

Q9. Please indicate the course or classes that you are interested in.

■Community ■Enrolled

Course or Class

Course or Class	Community	Enrolled
Parenting	37%	28%
Citizenship	26%	34%
Improve literacy in your primary language	37%	36%
Family literacy	44%	36%
High school diploma (HSD)	30%	37%
High school equivalency (HSE)	22%	38%
Basic skills with math	37%	51%
English literacy	51%	67%
Basic skills with computers	65%	68%
English as a second language	57%	87%

0%   20%   40%   60%   80%   100%

Note: Community *n*=350; Enrolled *n*=326

Q10. In which industries would you like to work?

■Enrolled ■Community

Industry

Industry	Enrolled	Community
Retail	5%	9%
Construction	18%	9%
None at this time	3%	10%
Automotive	9%	11%
Financial Services	12%	12%
Public Safety	9%	13%
Hospitality	14%	14%
Business Office Technology	28%	17%
Cosmetology	15%	18%
Childcare	20%	19%
Healthcare	27%	25%
Education	25%	26%
Small Business/Entrepreneurship	26%	27%
Agriculture	25%	28%

0%   10%   20%   30%   40%   50%

Note: Community *n* = 350; Enrolled *n* = 324

Section III. Career Goals

Participants were also asked to indicate which industries they would like to work in and their career goals. Some differences emerge between the groups in their interests and goals.

Industries of Interest

Enrolled students report wanting work in business and healthcare, while community members would like to work in agriculture and education. Both groups expressed a desire to start a small business (figure Q10). The top three industries by group are listed below.

Enrolled students

1. Business office technology (28%)
2. Healthcare (27%)
3. Small business (26%)

Community members

1. Agriculture (28%)
2. Small business (27%)
3. Education (26%)

Career Goals

Enrolled students and community members provided similar career goals. Both groups want to get a better job, learn a new skill or get a job for a new career (between 31% and 67% marked these goals) (figure Q11). Additionally, community members indicated they wanted to start a business, improve work conditions or get a promotion (between 22% and 30% of participants marked these goals). Fewer enrolled students reported the same.

Q11. Please indicate your career goals.

Note: Community *n* = 345; Enrolled *n* = 324

Section IV. Barriers to Education

Participants were asked to indicate their current barriers to completing their educational goals and then to indicate their most significant barrier. To provide community members an opportunity to share insights related to their most significant barriers, phone interviews were conducted. Phone interviews provided a convenient and accessible method to connect with community survey participants given that group convenings remain a challenge during COVID-19.

Current Educational Barriers

Across both groups, time of classes was the most reported barrier. However, among community members, an almost equal percentage (between 30% and 33%) indicated the following as barriers: cost of classes, can't take time off work, access to childcare and lack of computer (figure Q12).

In contrast, among enrolled students, 23% reported access to childcare and can't take time off work and only 18% reported cost of classes.

Q12. What are your current barriers to completing your educational goals? Mark all that apply.

■ Community ■ Enrolled

Barrier	Community	Enrolled
Access to transportation	10%	11%
Cost of transportation	14%	11%
Lack of access to internet/wifi	15%	13%
Day of classes	24%	16%
Cost of childcare	25%	10%
Location of classes	26%	16%
Lack of a computer	30%	15%
Access to childcare	30%	23%
Can't take time off work	32%	23%
Cost of classes	33%	18%
Time of classes	39%	31%

Note: Community n=337; Enrolled n=295

Most Significant Educational Barrier

Both groups were consistent in reporting their most significant barriers, which included the following: can't take time off work, access to childcare, time of classes and costs of classes (between 15% and 9% respectively). The "Other" category combines all remaining choices and no one option was more than 6%.

Q13. Please indicate the barrier that is most significant to you.

Note: Community *n* = 332; Enrolled *n* = 295
Other responses listed as follows and accounted for 6% or less of responses: Cost of childcare, lack of a computer or laptop, location of classes, day of classes, access to transportation, cost of transportation and lack of access to internet/WiFi.
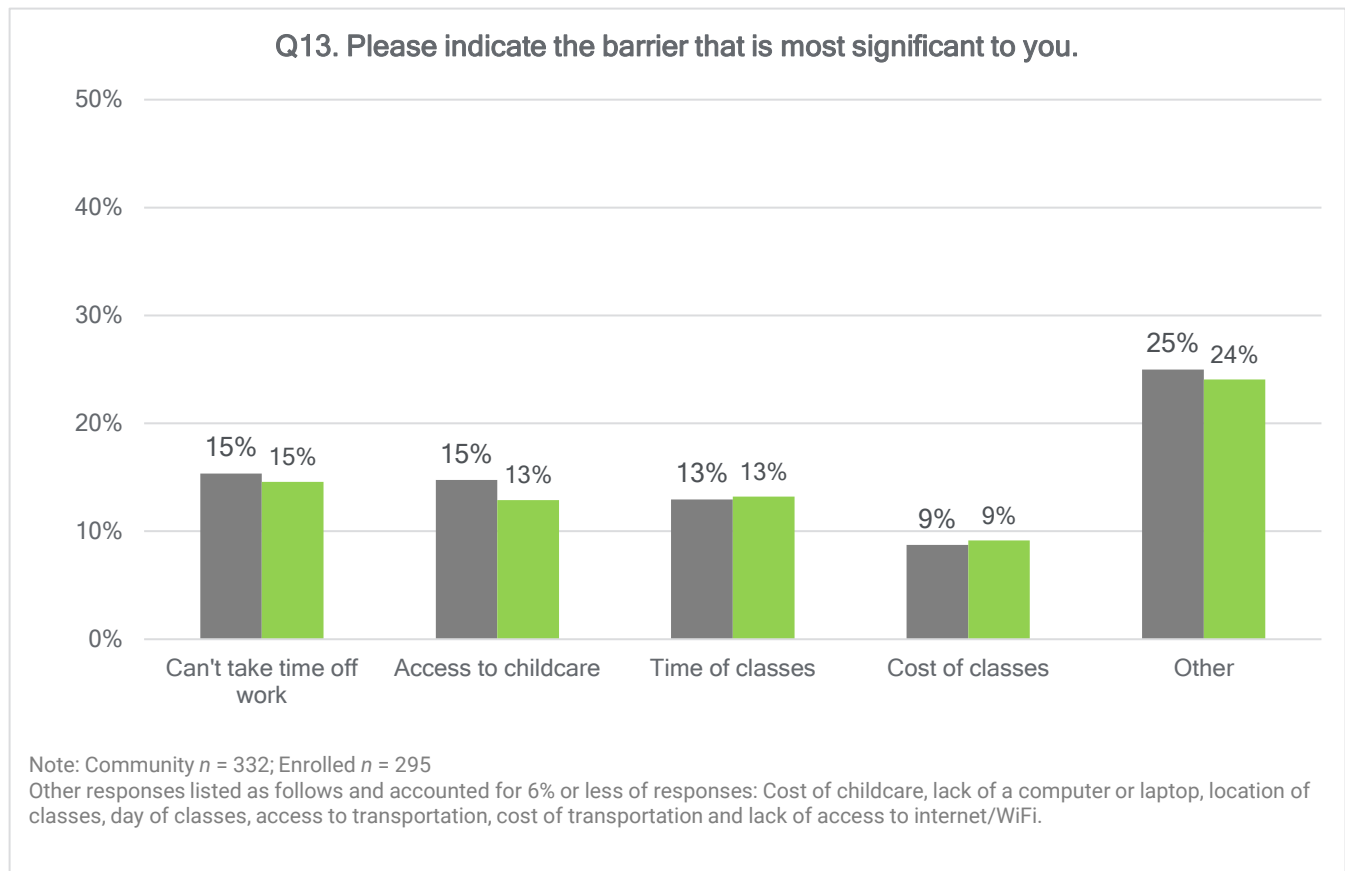
Focus Groups

A total of 16 community survey participants were interviewed to gather additional information related to the top three barriers: can't take time off of work (5), time of classes (6), and access to childcare (5).

Can't take time off work

Five respondents were asked specifically about the barrier "can't take time off work." The following questions were asked:

I can't take time off work because sometimes I must take my kids to sports or afterschool programs.

- What time works best for you?
- Other than time off work, are there any other issues?
- Does your employer provide any educational assistance?
- Would classes at your workplace be helpful?

Among the five respondents, three indicated a preference of morning times as early as 8 a.m., 9-12 p.m. and 10:30 a.m. Two respondents indicated evenings starting at 5 p.m. and 7:30 p.m. These respondents indicated there were no other issues other than inability to take time off work. Two respondents indicated their work provides some type of education assistance: one respondent's employer offers certification training for painting; the second respondent indicated their employer does allow for employees to take time off work but that they could not because they have 6 children, and their time is spent taking their children to sports and other afterschool programs. Four of the five respondents indicated they would find classes at their workplace helpful because it is convenient. Additionally, springtime is the most challenging time of year to take classes because their children's sports consume the most amount of time in the spring. One respondent indicated that it would allow them to take classes with their co-workers. One respondent indicated that while it would be convenient, the likelihood is low because their employer is a small business.

Time of Classes

We also selected community survey respondents to share insights on times that work best for them. Six community survey respondents participated. Three out of the six respondents indicated that evenings starting at 5 p.m. work best for them and two indicated afternoons at 3 p.m. and 4 p.m. work best. All respondents indicated that those times work best because that is when they arrive home after work. Three respondents added that those times not only work best because of their work schedules but because they also can finish making dinner by that time. Another respondent indicated that the time specified allows them to take their children to sports and activities as well.

Evenings between 7 and 9 p.m. work for me because I am home after work and have dinner made by that time.

Access to Childcare

To gather additional information related to "access to childcare" barrier, respondents were asked to describe specific issues and indicate whether they were aware of a local childcare provider. Among the five respondents, three indicated there are no local childcare providers. One respondent indicated they did not know of any local providers and that they have never taken their children to anyone else for care. One respondent indicated they have a special needs child and their local provider does not know how to take proper care of children with special needs. Two respondents indicated that they are currently not working but when work season resumes, they would need childcare.

I need someone to take care of my kids and we don't have someone here.

Section V. Recommendations

Finding	Recommendation
Educational Goal: Learning English and improving English literacy are a primary educational goal for enrolled and non-enrolled community members.	Continue and expand English as a second language and English literacy class offerings.
Courses of Interest: English as a second language and basic computer skills classes are of primary interest to both enrolled and non-enrolled community members.	Continue and expand outreach to the community by communicating program information. Given the large percentage of survey participants that indicated Spanish as a primary language and known demographic information related to the percentage of language learners in the community, information should be provided in Spanish.
Industries: Business office technology, healthcare and small business are industries that enrolled students desire to be employed by. Further, agriculture, small business and education are industries that non-enrolled students desire to be employed by.	Expand program offerings and formats to accommodate interest and successful program completion that leads to employment in desired industries.

Barriers to Educational Goals

Finding	Recommendation
Time of classes is the primary educational barrier identified by both enrolled and non-enrolled community members. Further, evenings are the preferred time to take classes among non-enrolled community members due to work schedules and household responsibilities.	Consider adding or shifting class offerings to evening times. Given the large percentage of survey participants that indicated times conflicted with work schedules, consider an outreach strategy that includes communicating class offerings at workplace locations. Consider strengthening partnerships with industry and employers to increase program visibility and accessibility among employees.

Access to Childcare is another educational barrier identified by both enrolled and non-enrolled community members.	Consider providing childcare information and resources as part of outreach efforts. Consider partnering with local agency to assist in this effort.
Cost of classes is also an educational barrier identified by both enrolled and non-enrolled community members.	Consider expanding outreach efforts that communicate adult education classes are free and provide information about available financial resources and assistance.

Appendix A: Methodology

The SVAEC Community Needs Survey was developed in collaboration with SVAEC member districts during fall 2021. The following describes the following: 1) survey development, 2) proctor training, and 3) survey administration.

Survey Development

Development of the survey included obtaining feedback from district members and members of the SVAEC Steering Committee for both the community and enrolled participant surveys. The process resulted in the development of a community survey with six sections: prescreening, demographic information, educational goals and course interests, career goals, and barriers to education plus a section for proctor use only that consisted of 17 questions.

For the enrolled student survey, the same categories applied with one exception: the prescreening section was replaced with information about the name of the course and teacher where the survey was administered, totaling 16 questions. Surveys were designed to reach participants both online and in person.

For in-person survey administration, a four-page brochure-like survey was developed in English and Spanish. Online, the Survey Monkey application was used to administer the English and Spanish surveys. Table 1 lists the number of surveys by survey type and consortium member. Across both survey types, the target goal was exceeded.

Proctor Training

Recruitment and training of bilingual survey proctors occurred between November and December 2021. Proctors were trained to effectively engage community members, promote participation, administer the survey in English and Spanish, and identify and aid as needed to ensure successful survey completion. Consortium members were also provided with a training to enable them to facilitate online administration of the survey to enrolled students. These trainings were held during the week of December 13th.

Survey Administration

For the community members' survey, Pedroso Consulting began contacting and coordinating with community partners, agencies, nonprofits and other community organizations to deliver the survey in early December 2021. The first survey administrations began January 6th and ended March 17th, 2022. For the enrolled student survey, collection began January 17th and ended March 17th. Surveys collected for both the community members and enrolled student surveys exceeded targets (table 1).

Type of Administration

All but 19 enrolled students' surveys were administered online, representing 6% of the total. Among community members' surveys, 15% were administered online (figure A). About one-third of surveys across respondent type were taken in English (figure B).

Table 1. Number of Surveys by Type.

	Non-enrolled	Enrolled
Number of Surveys Collected	380	354
Valid Surveys	376	336
Target	350	300
Met Target	107%	107%

Figure A. Surveys by administration type.
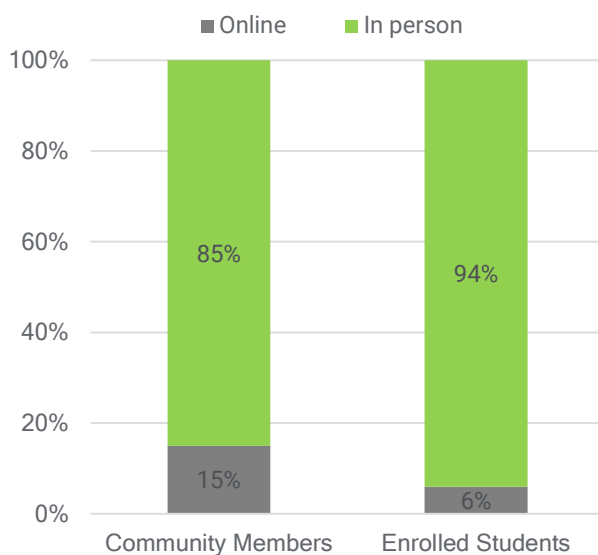
Note: Community *n* = 376; Enrolled *n* = 336

Figure B. Surveys according to language and type of participant.
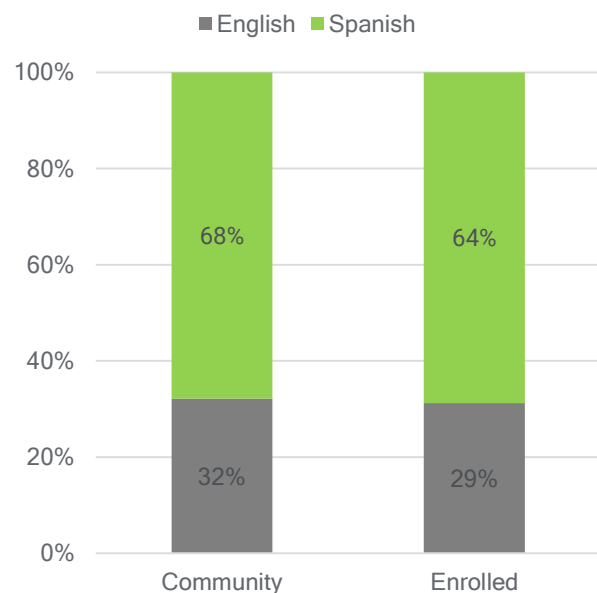
Note: Community *n* = 376; Enrolled *n* = 336

Q1. What is your zip code?

	Zip code	Non-enrolled Total	Non-enrolled Target	Enrolled Total	Enrolled Target
Total		376	350	336	325
Salinas		*189*	*150*	*214*	*125*
	93901	14		34	
	93902	1		0	
	93905	107		91	
	93906	55		65	
	93907	8		15	
	93908	4		1	
	93606			1	
	93924			1	
	93933			3	
	95023			2	
	95112			1	
Gonzales		*24*	*25*	*28*	*25*
	93925	1		1	
	93926	23		25	
	92936			1	
	93210			1	
South County		*61*	*50*	*49*	*50*
Greenfield	93927	25		27	
King City	93930	35		22	
San Lucas	93954	1		0	
Soledad		*50*	*50*	*5*	*50*
	93960	50		5	
North County		*52*	*75*	*40*	*75*
Aromas	95004	2		0	
Castroville	95012	32		32	
Moss Landing	95039	2		2	
Pájaro	95076	16		3	
	93933			1	
	93955			1	
	95322			1	

Type of Agency (community surveys)

Pedroso Consulting coordinated with member districts, community partners and organizations to deliver the non-enrolled survey across the community and include the following:

1. Community Housing Improvement and Planning Associations, Inc. (CHISPA)
2. Everyone's Harvest Farmer's Market
3. Monterey County Food Bank
4. Monterey County Free Libraries
5. Pajaro Valley Prevention and Student Assistance
6. Soledad Recreation Center
7. Salinas City Library
8. UCSC Gear UP

Community survey collection also occurred at key shopping centers in the area. Non-enrolled survey collection occurred among seven location types: schools, food banks, libraries, shopping centers, community center or event, migrant education programs and Marina's Harvest Farmer's Market. The most common location types were food banks, which accounted for 34% of all qualifying surveys collected (figure C). As the survey was also administered online, some of these questions were left blank.

Figure C. Type of agency.

Migrant education — 1%
Community center — 5%
Shopping center — 7%
School or district — 9%
Unknown — 11%
Farmer's market — 12%
Library — 21%
Food bank — 34%

Note: n =376
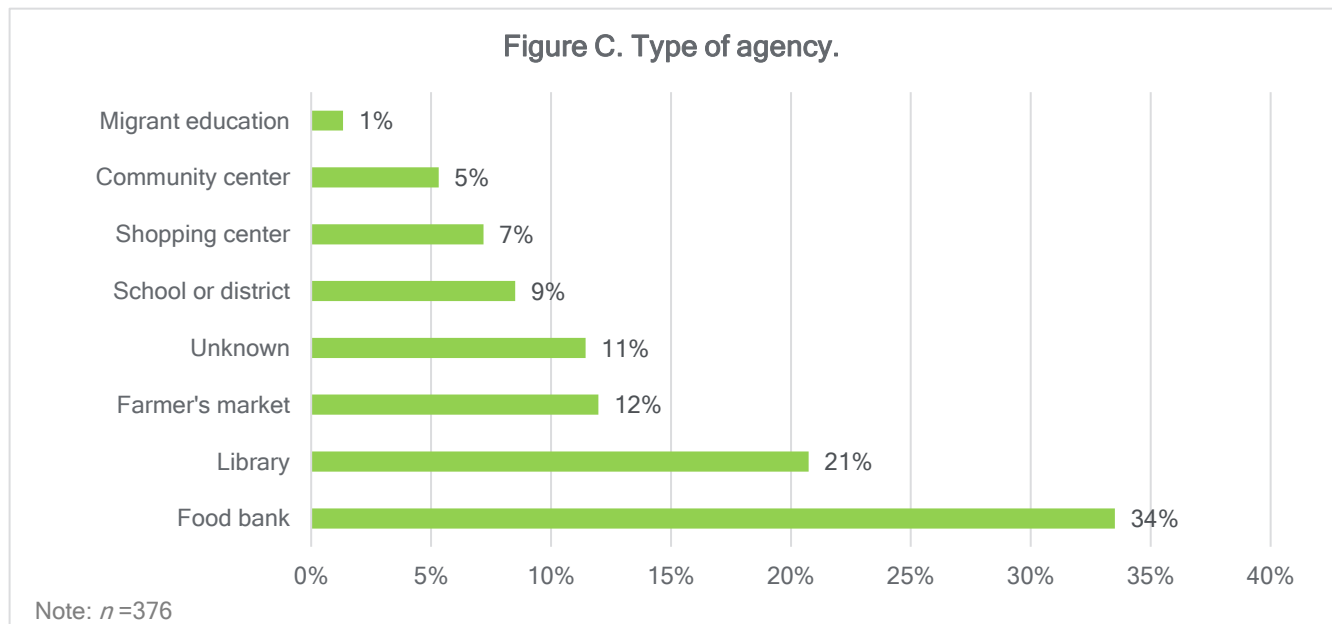
Type of Assistance

Proctor training was an important component for successful delivery of the survey. Proctors provided various forms of assistance including reading, clarifying, entering answers and entering comments. The most common form of assistance provided to participants was "all of the above" followed by clarifying questions (34% and 18% respectively) (figure D).

Figure D. Type of assistance.

Note: *n* = 333
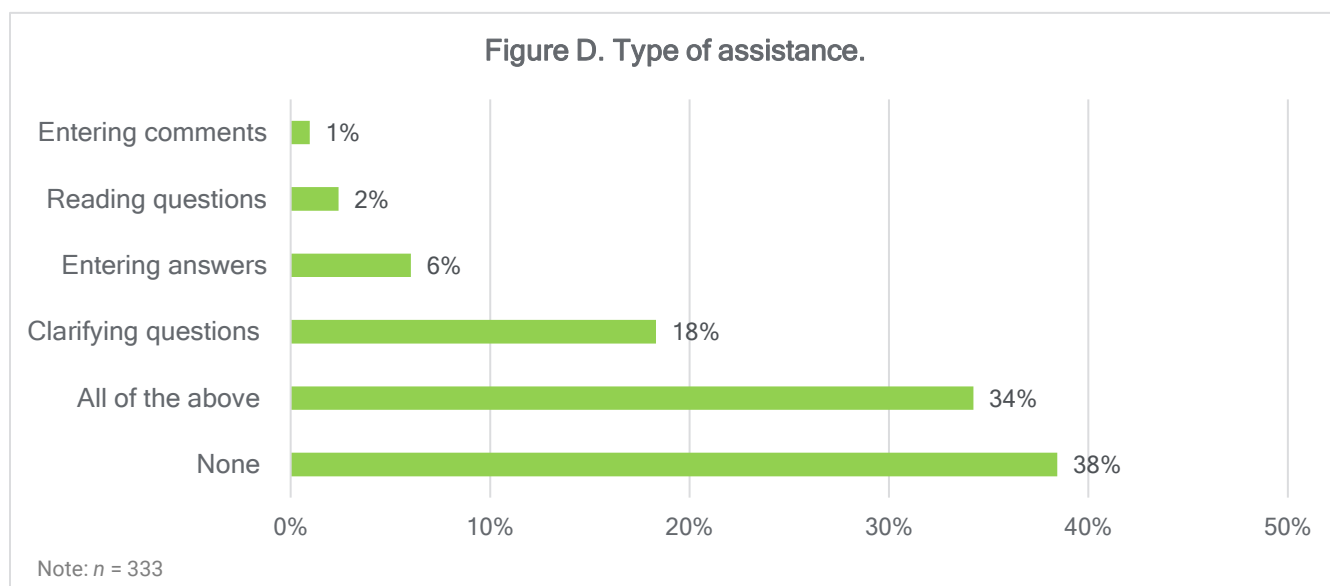
Delivery Format

Among community members, the survey was administered in one of three ways: one-to-one interviews, in a group setting or individually. The single largest administration method used was individually or self-administered, followed by one-to-one interviews (47% and 42% respectively) (figure E).

Figure E. Delivery format.

Note: *n* = 318
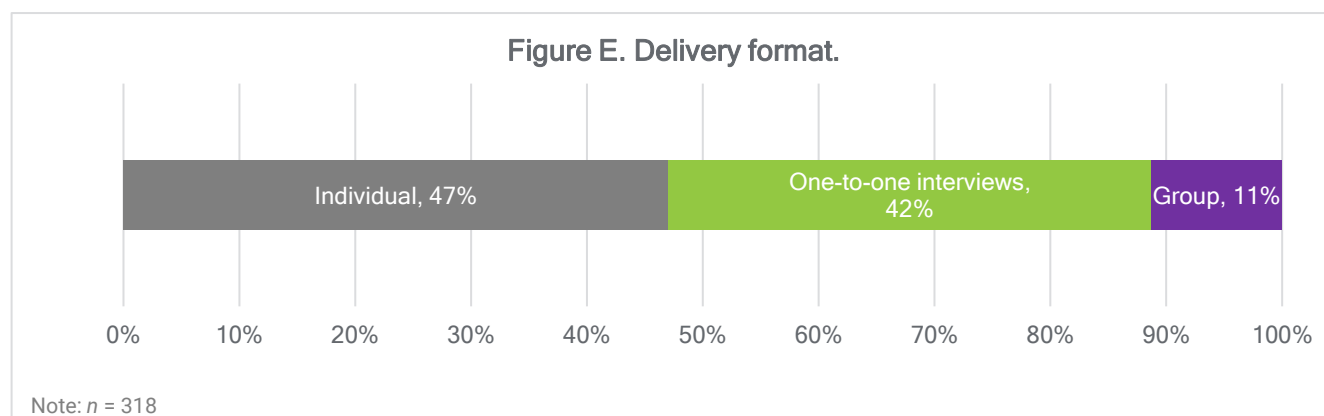
Appendix B: English Survey-Community
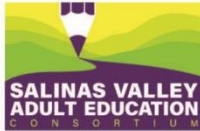
NON-ENROLLED ADULT LEARNER ENGLISH SURVEY: 2022
COMMUNITY NEEDS ASSESSMENT

Welcome!

We are the Salinas Valley Adult Education Consortium, and we provide adults with classes, services and programs that include English, citizenship classes, basic computer skills, job skills, and career training. We are in the process of developing our three-year strategic plan and would like to get feedback on barriers to adult education services and programs from adult learners. Your input is valuable in ensuring our program and services meet the needs of the community. Your responses will be anonymous and confidential. In advance, thank you for your time and participation.

Screening Questions:

1. Are you at least 18 years of age?
   - ○ Yes
   - ○ No **(End of survey, thank you!)**

2. Have you taken the Salinas Valley Adult Education survey before in 2022?
   - ○ Yes **(End of survey, thank you!)**
   - ○ No

3. Have you taken in the past 12 months or are you currently taking any Adult Education classes, programs, or services (e.g., Literacy, English as a Second Language, Citizenship, HiSET, Business, etc.)?
   - ○ Yes **(End of survey, thank you!)**
   - ○ No

For questions, contact Rosío Bugarín Pedroso at rbugarinpedroso@hartnell.edu.

21

Demographic Information

1. What is the zip code of where you live? (enter a 5-digit ZIP code) __ __ __ __ __

2. Please indicate your age _____

3. What is your gender?
   ○ a. Male   ○ b. Female   ○ c. Other identification (specify _____)

4. What is your primary language?
   ○ a. English
   ○ b. Spanish
   ○ c. Mixtec
   ○ d. Trique
   ○ e. Zapoteco
   ○ f. Náhuatl
   ○ g. Tagalog
   ○ h. Korean
   ○ i. Vietnamese
   ○ j. Mandarin
   ○ k. Cantonese
   ○ l. Japanese
   ○ m. Arabic or other Middle Eastern language
   ○ n. Other (list _____ _____)

5. Please indicate the type of employment that best describes you at this time. Please choose one.
   ○ a. Unemployed
   ○ b. Employed full-time
   ○ c. Employed part-time
   ○ d. Seasonally employed
   ○ e. Retired
   ○ f. Other (list _____)

6. What is the highest level of school completed or degree received? Please choose one.
   ○ a. 8th grade or below
   ○ b. 9–12th grade, no diploma
   ○ c. High School Equivalency (GED/HSE or HiSET)
   ○ d. High School Graduate (diploma)
   ○ e. Some college credit, no certificate or degree (community college or four-year college/university)
   ○ f. Some college with a certificate (community college or four-year college/university)
   ○ g. Associate's degree (2-year college)
   ○ h. Bachelor's degree (4-year college)
   ○ i. Master's degree
   ○ j. Doctorate or Professional school degree (doctor or lawyer)
   ○ k. Other (list _____)

Educational Goals and Course Interests

7. What are your educational goals? Mark all that apply.
   ○ a. Prepare for citizenship exam
   ○ b. Earn a degree
   ○ c. Earn a certificate
   ○ d. Learn English
   ○ e. Learn a new skill or trade
   ○ f. Learn how to use a computer
   ○ g. Improve basic skills in math
   ○ h. Improve computer skills
   ○ i. Improve English literacy
   ○ j. Improve literacy in primary language
   ○ k. Pursue general topics of interest
   ○ l. Help my children with their school
   ○ m. None
   ○ n. Other (list _____)

8. From the list above (#7) please indicate the goal that is most significant for you. You can write the name or letter of the goal. _____

9. Please indicate the courses or classes are you interested in. Please provide a response to each item.

	Yes	No	I don't know
a. Basic skills with computers	○	○	○
b. Basic skills in math	○	○	○
c. Citizenship	○	○	○
d. English as a second language	○	○	○
e. English literacy	○	○	○
f. Improve literacy in your primary language	○	○	○
g. Family literacy	○	○	○
h. High School Diploma (HSD)	○	○	○
i. High School Equivalency (HSE)	○	○	○
j. Parenting	○	○	○
k. Other (list _____)			

10. In which industries would you like to work? Mark all that apply.

○ a. Agriculture
○ b. Automotive
○ c. Business Office Technology
○ d. Childcare
○ e. Construction

○ f. Cosmetology
○ g. Education
○ h. Financial Services
○ i. Healthcare
○ j. Hospitality
○ k. Public Safety

○ l. Retail
○ m. Small Business/ Entrepreneurship
○ n. None at this time
○ o. Other (list _____ _____)

Career Goals

11. Please indicate your career goals. Mark all that apply.

○ a. Get a job for a new career
○ b. Get a better job
○ c. Get a promotion

○ d. Improve work conditions
○ e. Learn a new skill or trade
○ f. Start a business

○ g. Other (explain _____ _____)

Barriers to Education

12. What are your current barriers to enrolling in adult education classes? Mark all that apply.

○ a. Access to childcare
○ b. Cost of childcare
○ c. Location of classes
○ d. Time of classes
○ e. Day of classes
○ f. Access to transportation

○ g. Cost of transportation
○ h. Cost of classes
○ i. Can't take time off work
○ j. Lack of computer or laptop
○ k. Lack of access to internet/wifi
○ l. Other (list _____)

NON-ENROLLED ADULT LEARNER ENGLISH SURVEY: 2022

13. From the list above (#12) please indicate the barrier that is most significant for you. You can write the name or letter of the barrier. _____

14. Please provide your name and contact information if you are interested in participating in a focus group to discuss barriers to enrolling in adult education classes.

Name _____

Phone/email _____

Thank you!

For Proctor Use Only

1. Today's date
   _ _ / _ _ / _ _ _ _ (i.e., 12/10/2021)

2. City of administration _____

3. Name of site/location _____

4. Type of agency you represent. Mark one.
   - ○ School/District
   - ○ Food Bank
   - ○ Shopping Center
   - ○ Farmworker Housing
   - ○ Low-income Housing
   - ○ Government/County
   - ○ Library
   - ○ Migrant Education
   - ○ Church
   - ○ Private home
   - ○ Community Center
   - ○ Unknown

5. How was this survey administered? Mark one.
   - ○ Individual, one-to-one interview
   - ○ Group

6. What type of assistance did the respondent receive? Mark all that apply.
   - ○ Reading questions
   - ○ Entering answers
   - ○ Clarifying questions
   - ○ Other (please specify _____)
   - ○ Entering comment
   - ○ All of the above
   - ○ None

Appendix C: English Survey-Enrolled

Enrolled Adult Learner English Survey: 2022

ENROLLED ADULT LEARNER ENGLISH SURVEY: 2022

COMMUNITY NEEDS ASSESSMENT

Enrolled Adult Learner English Survey: 2022

Welcome!

We are the Salinas Valley Adult Education Consortium, and we provide adults with classes, services and programs that include English, citizenship classes, basic computer skills, job skills, and career training. We are in the process of developing our three-year strategic plan and would like to get feedback on barriers to adult education services and programs from the adult learners. Your input is valuable in ensuring our program and services meet the needs of the community. Your responses will be anonymous and confidential. In advance, thank you for your time and participation.

* 1. Name of class

* 2. Name of teacher

ENROLLED ADULT LEARNER ENGLISH SURVEY: 2022

COMMUNITY NEEDS ASSESSMENT

Enrolled Adult Learner English Survey: 2022
Demographic Information

* 3. In what zip code do you currently live? Enter a 5 digit zip code.

ZIP/Postal Code

* 4. Please indicate your age.

* 5. Please indicate your gender.

◯ a. Male

◯ b. Female

◯ c. Other (please specify)

* 6. What is your primary language? Please choose one.

○ a. English   ○ h. Korean

○ b. Spanish   ○ i. Vietnamese

○ c. Mixtec   ○ j. Mandarin

○ d. Trique   ○ k. Cantonese

○ e. Zapoteco   ○ l. Japanese

○ f. Náhuatl   ○ m. Arabic or other Middle Eastern
                                   language
○ g. Tagalog

○ n. Other (please list)

```
[                                           ]
```

* 7. Please indicate the type of employment that best describes you at this time. Please
choose one.

○ a. Unemployed   ○ d. Seasonally employed

○ b. Employed full-time   ○ e. Retired

○ c. Employed part-time

○ f. Other (please list)

```
[                                           ]
```

* 8. What is the highest level of school completed or degree received? Please choose one.

○ a. 8th grade or below

○ b. 9-12th grade, no diploma

○ c. High School Equivalency (GED/HSE or HiSET)

○ d. High School Graduate (diploma)

○ e. Some college credit, no certificate or degree (community college or four-year college/university)

○ f. Some college with a certificate (community college or four-year college/university)

○ g. Associate's degree (2-year college)

○ h. Bachelor's degree (4-year college)

○ i. Master's degree

○ j. Doctorate or Professional school degree (doctor or lawyer)

○ k. Other (please list)

_____

ENROLLED ADULT LEARNER ENGLISH SURVEY: 2022

COMMUNITY NEEDS ASSESSMENT

Enrolled Adult Learner English Survey: 2022
Educational Goals and Course Interests

* 9. What are your educational goals? Mark all that apply.

☐ a. Prepare for citizenship exam

☐ b. Earn a degree

☐ c. Earn a certificate

☐ d. Learn English

☐ e. Learn a new skill or trade

☐ f. Learn how to use a computer

☐ g. Improve basic skills in math

☐ n. Other (please list)

☐ h. Improve computer skills

☐ i. Improve English literacy

☐ j. Improve literacy in your primary language

☐ k. Pursue general topics of interest

☐ l. Help my children with their schoolwork

☐ m. None

* 10. From the list above in question 9, please indicate the goal that is most significant for you. You can write the name or letter of the goal.

* 11. Please indicate the course or classes that you are interested in? Please provide a response to each item.

	Yes	No	I don't know
a. Basic skills with computers	○	○	○
b. Basic skills with math	○	○	○
c. Citizenship	○	○	○
d. English as a second language	○	○	○
e. English literacy	○	○	○
f. Improve literacy in your primary language	○	○	○
g. Family literacy	○	○	○
h. High School Diploma (HSD)	○	○	○
i. High School Equivalency (HSE)	○	○	○
j. Parenting	○	○	○

k. Other (please list)

ENROLLED ADULT LEARNER ENGLISH SURVEY: 2022

COMMUNITY NEEDS ASSESSMENT

Enrolled Adult Learner English Survey: 2022
Career Interests and Goals

* 12. In which industries would you like to work? Mark all that apply.

☐ a. Agriculture

☐ b. Automotive

☐ c. Business Office Technology

☐ d. Childcare

☐ e. Construction

☐ f. Cosmetology

☐ g. Education

☐ o. Other (please list)

☐ h. Financial Services

☐ i. Healthcare

☐ j. Hospitality

☐ k. Public Safety

☐ l. Retail

☐ m. Small Business/Entrepreneurship

☐ n. None at this time

[   ]

* 13. Please indicate your career goals. Mark all that apply.

☐ a. Get a job for a new career

☐ b. Get a better job

☐ c. Get a promotion

☐ g. Other (please explain)

☐ d. Improve work conditions

☐ e. Learn a new skill or trade

☐ f. Start a business

[   ]

ENROLLED ADULT LEARNER ENGLISH SURVEY: 2022
COMMUNITY NEEDS ASSESSMENT

Enrolled Adult Learner English Survey: 2022
Barriers to Education

* 14. What are your current barriers to completing your educational goals? Mark all that apply.

☐ a. Access to childcare

☐ b. Cost of childcare

☐ c. Location of classes

☐ d. Time of classes

☐ e. Day of classes

☐ f. Access to transportation

☐ l. Other (please list)

☐ g. Cost of transportation

☐ h. Cost of classes

☐ i. Can't take time off work

☐ j. Lack of a computer or laptop

☐ k. Lack of access to internet/wifi

* 15. From the list in question 14, please indicate the barrier that is most significant for you. You can write the name or letter of the barrier.

16. Please provide your name and contact information if you are interested in participating in a focus group to discuss barriers in completing your educational goals.

Name

Email Address

Phone Number

Page Left Blank Intentionally