

Section 1: Consortium Information

# Salinas Valley Adult Education Consortium

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## Section 2: Comprehensive Regional Three-Year Plan

### 2.1 Executive Summary

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The Salinas Valley is an area of great opportunity. Located in Monterey County, which is the third largest agricultural county in California and as of 2016 had a total Gross Domestic Product (GDP) of \$21,449,870,000 (the largest portion contributed by the agriculture industry), the Salinas Valley is known as “the Salad Bowl of the World” (due to its high production of leafy greens and other crops, including berries and grape production for wine) and considered a land of plenty. Indeed, the agriculture industry far surpasses all other sectors in the region in terms of job openings, particularly the occupation titled “Farmworkers, Laborers, Crop, Nursery, and Greenhouse Workers” which had 66,551 openings in 2017. However, the median average wage for that occupation category is \$12.07 in an area where the living wage for a household with two adults (one working) and two children is \$29.21. The high cost of living, high number of low-wage and seasonal jobs, and high poverty rate also make this a land of disparity.

In a region characterized by high rates of unemployment (37% in certain areas at certain times of year) and poverty (36%) and low rates of education attainment (32% of adults are without a high school diploma), there is a great need for increased living wage job opportunities and improved education and training services to prepare adults for those jobs. These opportunities and services are imperative for increasing equity and economic prosperity for individuals, their families, and the region. They are also necessary for ensuring a robust regional economy fueled by a well-trained and stable local workforce.

The Salinas Valley Adult Education Consortium (SVAEC) is committed to providing the education and training services needed by adults to advance along viable career pathways and reach their professional and personal goals, particularly adults who need to improve their basic skills (language and math) in order to access secondary and post-secondary-level education and training that leads to certificate/degree obtainment and employment gains. The SVAEC also strives to support adults in attaining other types of goals, including increased civic participation and ability to support their children’s success in school.

The SVAEC’s boundaries are those of the Hartnell Community College District and the Consortium is comprised of seven Members: Gonzales Adult School (Gonzales Unified School District), Hartnell College (Hartnell Community College District), MCOE Adult Education Program (Monterey County Office of Education), North Monterey County Adult Education Services (North Monterey County Unified School District), Salinas Adult School (Salinas Union High School District), Soledad Adult School (Soledad Unified School District), and South Monterey County Adult School (South Monterey County Joint Union High School District).

Since its inception, the SVAEC has greatly expanded both in breadth and depth the adult education services it provides to its communities. In addition to increased services in the larger cities like Salinas and Soledad, its Members now offer instruction in areas previously unserved or underserved, such as King City, Greenfield, Gonzales, Chualar, and Castroville. The number and types of classes and services have increased, as well, with more programming for workforce readiness, basic English and Spanish literacy, digital literacy, and citizenship preparation, in addition to more leveled ESL classes, High School Diploma (HSD), and High School Equivalency (HSE) (in English and Spanish) classes and testing services. Finally, a wider array of student populations are being served, including currently incarcerated adults in the Monterey County Jail, adults with disabilities in Salinas, and immigrants in the Greenfield area originally from Oaxaca, Mexico, who predominantly speak Triqui and Mixteco.

Through an extensive assessment process in 2018 and planning process in 2019, the SVAEC has established five new goals for the next three years (2019-22) to further fulfil its mission to “foster the expansion, improvement, and accessibility of adult education services in the region” and to realize its vision that “all adults in the Salinas Valley will receive equitable access to the education, training, guidance, and support needed to set and achieve their educational and career goals.”

Using the 2018-19 program year as its baseline, the SVAEC has set the following goals for 2019-22:

1. Increase student enrollment in SVAEC programs by 10%;
2. Increase the number of SVAEC adult learners achieving their education goals by 10%;
3. Increase the number of SVAEC students making workforce gains by 10%;
4. Adopt the new CAEP Immigrant Integration metrics and promote increased support for immigrants; and
5. Adopt practices that ensure equity, efficacy, and efficiency through data-driven decision making and alignment of adult education services and resources with regional needs.

The SVAEC’s three-year plan describes the current (2018-19) adult education assets and resources in the region, the continuing community need for adult education services, the Consortium’s strategies for achieving its five goals, and the plan to pilot some new activities. The two new activities highlighted in the final section address two major gaps in the Salinas Valley: insufficient support and opportunities for immigrants and lack of accessible childcare services.

The Salinas Valley Adult Education Consortium Members look forward to working together and with community and industry partners to make progress toward achieving the five goals and the overarching objectives of the California Adult Education Program (CAEP) objectives: to fill gaps in services, facilitate smooth transitions for adults into postsecondary education/training and the workforce, and to accelerate student progress toward their goals. The SVAEC and its partners will accomplish this through effective engagement of stakeholders, coordination of services, leveraging of assets, alignment of resources with regional need, capacity-building, and collaborative development and implementation of strategies that move the needle towards prosperity for all adults, families, and communities in the Salinas Valley.

## 2.2 Pre-Planning Assessment

### PRE-PLANNING ASSESSMENT PROCESS

The Salinas Valley Adult Education Consortium (SVAEC) conducted several assessment activities in 2018 and 2019 in order to better understand the current need for and gaps in adult education services in the region. A regional Adult Education (AE) Environmental Scan was conducted in 2018 and then updated in 2019, resulting in a comprehensive AE Services Inventory organized by CAEP Program Area (data reflected in tables below). A regional AE Community Needs Assessment Survey was conducted in 2018 to hear from currently unserved adults about their education and career goals, interests, and needs and how best to serve them [see Appendix C]. Four Consortium Planning Retreats were held in 2019 to develop the SVAEC 3-Year Plan for 2019-22. At the first retreat, the group of 15 teachers, staff, and administrators worked together on visioning for 2025, conducting a SWOT Analysis, reviewing and updating the AE Services Inventory, discussing regional needs and assets, and assessing the Consortium’s current capacity to meet ongoing needs [see Appendices A and B]. At the second planning retreat, the group of 12 reviewed and discussed regional data together, including census data [see Appendices D and E] and Member District student data [see Appendix F], revealing current levels of need and service by Member and Program Area. The CAEP Consortium Self-Assessment Survey was also used (in a modified version) to gather feedback from Members about the SVAEC’s current levels of capacity and effectiveness. Below are highlights from this pre-planning assessment work; see referenced appendices for more information.

### CURRENT LEVELS & TYPES OF SERVICES

As of the end of the third quarter (March 31, 2019), the SVAEC had served 4,476 adults so far in the 2018-19, with 2,168 of those enrolled in an ESL class provided by one of our Member Districts. This represents a significant increase since 2014-15 (the year before AB104 and the beginning of the Adult Education Block Grant Program), when five of the current member districts provided services to 2,821 adults that year. There remain significant gaps in adult education services in the Salinas Valley; however, the SVAEC and its partners have made great strides and continue to work together to meet regional need. The program area tables below show the SVAEC Members’ current instructional services, locations, primary partnerships, and number of students served. An additional table is provided to list current student support services. Following the SVAEC Service Inventory is a Regional Adult Education Provider List (Table 1), which includes SVAEC Members as well as community partners that provide services within the seven CAEP program areas.

#### Inventory of Current SVAEC Member\* Instructional Services – 2018-19

Language Development: ESL, Basic English Literacy, Basic Spanish Literacy					
Member	Service Descriptions	Locations Served	Partnerships Leveraged	Students Served in 17-18	Students Served in 18-19 Q1-3
Gonzales	ESL classes: Beginning Intermediate/Advanced Multi-level  Basic English and Spanish Literacy	Gonzales: Gonzales Adult School (at GUSD Parent Resource Center and Alternative Education Center)  Greenfield: Centro Binacional Para el Desarrollo Indigena Greenfield Union School District	Centro Binacional Para el Desarrollo Indigena  Greenfield Union School District	184	228

		Chualar: Chualar Union Elementary School			
<b>Hartnell</b>	ESL Non-Credit Classes	Salinas: Hartnell College (Main and East Alisal Campuses) Alisal Family Resource Center Monterey County Jail  King City: Hartnell College (King City Campus)	Alisal Family Resource Center  Monterey County Jail  Driscoll's (Farmworker Education Program – data not reflected in students served)	123	205
<b>NMC</b>	ESL classes: Intermediate Multi-level  Basic English and Spanish Literacy	Castroville: Castro Plaza Family Resource Center Castroville Elementary School North Monterey County High School	Castro Plaza Family Resource Center  Castroville Elementary School	174	161
<b>Salinas</b>	ESL classes: Beginning Intermediate Advanced Multi-level  Basic English and Spanish Literacy	Salinas: Salinas Adult School Saint Mary's Catholic Church The Haciendas (CHISPA site)	Saint Mary's Catholic Church  CHISPA	1,730	1,375
<b>Soledad</b>	ESL classes: Beginning Intermediate	Soledad: Soledad Adult School (at Gabilan Elementary School)		147	160
<b>SMC</b>	ESL classes: Beginning Intermediate	King City: South Monterey County Adult School (at Portola Butler High School in King City) King City Library	King City Library	146	92
<b>Total</b>				<b>2,504</b>	<b>2,221</b>

**ABE/ASE: Adult Basic Education and Adult Secondary Education,  
including High School Diploma and High School Equivalency**

<b>Member</b>	<b>Service Descriptions</b>	<b>Locations Served</b>	<b>Partnerships Leveraged</b>	<b>Students Served in 17-18</b>	<b>Students Served in 18-19 Q1-3</b>
<b>Gonzales</b>	High School Diploma  HiSET/GED (Spanish & English) Instruction and Testing	Gonzales: Gonzales Adult School (at GUSD Parent Resource Center and Alternative Education Center)	Centro Binacional Para el Desarrollo Indigena  Greenfield Union School District	211	136

	Introduction to Reading/Writing	Greenfield: Centro Binacional Para el Desarrollo Indigena Greenfield Union School District	High School Equivalency Program for Farmworkers (HEP) at Hartnell College		
<b>Hartnell</b>	High School Equivalency  Bridge to High School Equivalency Program	Salinas: Hartnell College Alisal Campus	High School Equivalency Program (HEP)	129	154
<b>MCOE</b>	High School Diploma  HiSET (English)	Salinas: Monterey County Office of Education Monterey County Jail	Monterey County Jail	281	783
<b>NMC</b>	High School Diploma  GED (Spanish & English)	Castroville: Castro Plaza Family Resource Center North Monterey County High School	Castro Plaza Family Resource Center	142	113
<b>Salinas</b>	High School Diploma  HiSET/GED (Spanish & English) Instruction and Testing  Math & Writing Basic Skills  Developing English	Salinas: Salinas Adult School		1,120	1,275
<b>Soledad</b>	High School Diploma  HiSET (Spanish & English) Instruction and Testing  Adult Basic Education	Salinas: One-Stop Center  Soledad: Soledad Adult School (at Pinnacles Continuation High School)  King City: One-Stop Center	DSS/CalWORKS  High School Equivalency Program for Farmworkers (HEP) at Hartnell College	85	200
<b>SMC</b>	High School Diploma  HiSET  Beginning Literacy	King City: South Monterey County Adult School (at Portola Butler High School)		31	22
<b>Total</b>				<b>1,967</b>	<b>2,393</b>

Citizenship Preparation					
Member	Service Descriptions	Locations Served	Partnerships Leveraged	Students Served in 17-18	Students Served in 18-19 Q1-3
<b>Gonzales</b>	Citizenship Preparation	Gonzales: Gonzales Adult School (at GUSD Parent Resource Center)	Holy Trinity Catholic Church	#s included with ESL	#s included with ESL

		Greenfield: Holy Trinity Catholic Church			
<b>NMC</b>	Citizenship Preparation	Castroville: Andy Ausonio Library	Andy Ausonio Library	#s included with ESL	#s included with ESL
<b>Salinas</b>	Citizenship Preparation	Salinas: Salinas Adult School		#s included with ESL	#s included with ESL
<b>Soledad</b>	Citizenship Preparation	Soledad: Soledad Adult School		#s included with ESL	#s included with ESL
<b>SMC</b>	Citizenship Preparation	King City: King City Library	King City Library	#s included with ESL	#s included with ESL

**Training to Support Child School Success in K-12**

Member	Service Descriptions	Locations Served	Partnerships Leveraged	Students Served in 17-18	Students Served in 18-19 Q1-3
<b>Gonzales</b>	Latino Family Literacy Project	Gonzales: Gonzales Adult School (at GUSD Parent Resource Center)		15	27
<b>NMC</b>	Family Literacy (New Project 2018-19)	Castroville: Andy Ausonio Library	Andy Ausonio Library	0	96
<b>Soledad</b>	Latino Family Literacy Project	Soledad: Soledad Transition Center	Soledad Transition Center	50	77
<b>Total</b>				<b>65</b>	<b>200</b>

**Workforce Readiness (including Digital Literacy) and Career Technical Education**

Member	Service Descriptions	Locations Served	Partnerships Leveraged	Students Served in 17-18	Students Served in 18-19 Q1-3
<b>Gonzales</b>	Forklift Certification CPR/First Aid Class Food Safety Paraprofessional Certification MOS Certification Clerk Typing Certification Computer Literacy	Gonzales Adult School (at GUSD Alternative Education Center)	Loaves, Fishes, & Computers	183	188
<b>Hartnell</b>	Beginning Keyboarding Basic Computer Skills	Hartnell College, Main Campus and King City Campus  CHISPA housing site in Castroville	CHISPA	86	137
<b>MCOE</b>	Career Exploration and Readiness using ACT	Monterey County Jail	Monterey County Jail	48	173

	WorkKeys, Virtual JobShadow, Odysseyware				
<b>NMC</b>	Food Safety Computer Literacy	North Monterey County High School		42	38
<b>Salinas</b>	Culinary Class Basic Computer Skills Business Office Technology	Salinas Adult School	Goodwill Central Coast  Mission Trails ROP	0	170
<b>Soledad</b>	Certified Nursing Assistant Registered Dental Assistant Community Health Worker Basic Computer Literacy	Soledad Adult School	Mission Trails ROP  Eden Valley Care Center  Monterey County Workforce Development Board  Hartnell College	24	147
<b>SMC</b>	Computer Literacy (New project 2018-19)	South Monterey County Adult School (at Portola Butler High School in King City)		0	10
<b>Total</b>				<b>383</b>	<b>863</b>

#### Programming For Adults with Disabilities

Member	Service Descriptions	Locations Served	Partnerships Leveraged	Students Served in 17-18	Students Served in 18-19 Q1-3
<b>Salinas</b>	Project Search (New project 2018-19)	Salinas: Salinas Adult School Salinas Valley Medical Center	Project Search (Hope Services) and Salinas Valley Medical Center	0	162
<b>Total</b>					<b>162</b>

#### Inventory of Current Member\* Student Support Services – 2018-19

Member	Support Services
Gonzales	<ul style="list-style-type: none"> <li>• Post-secondary transition advising and support</li> <li>• Citizenship events, Immigration/legal support through partners</li> <li>• Family Digital Literacy Workshops (low-cost Chromebooks through Loaves, Fishes, and Computers)</li> <li>• Training services: Clerical Typing Testing; Paraprofessional Testing; ServSafe Food Handling and Food Managers training and certification; Microsoft Office Suite training and certification; Driver's training (behind the wheel and DMV test prep)</li> <li>• Family Math Academy</li> <li>• Childcare</li> <li>• Food bank deliveries</li> <li>• Transportation assistance</li> </ul>
Hartnell	<ul style="list-style-type: none"> <li>• High School Equivalency Program for farmworkers (HEP)</li> <li>• MiCASA services for Dreamers, including student advising and legal/immigration support</li> </ul>

	<ul style="list-style-type: none"> <li>• Parent Outreach (Parent Organizer and new Parent Curriculum in development)</li> <li>• ACE and services for formerly incarcerated, homeless, and foster youth</li> <li>• College Pathways and Counseling services</li> <li>• Learning Disabilities assessments and other services for adults with disabilities through Disabled Students Programs &amp; Services (DSP&amp;S)</li> <li>• Tutoring</li> <li>• Food bank deliveries</li> <li>• Student Parent Club</li> </ul>
MCOE	<ul style="list-style-type: none"> <li>• College and Career Advising/Planning/Transition Support</li> <li>• Wrap-around services provided by other partners in the county jail and post-release</li> </ul>
NMC	<ul style="list-style-type: none"> <li>• Driver's training (behind the wheel and test prep)</li> <li>• Childcare</li> </ul>
Salinas	<ul style="list-style-type: none"> <li>• Welcome Center staffed 8am-8:30pm</li> <li>• New student orientations</li> <li>• College &amp; Career Advising</li> <li>• Field trips and college tours</li> <li>• Job Fairs</li> <li>• Student Council</li> <li>• Student Newsletter</li> <li>• Tutoring</li> <li>• Para-Educator Assessment</li> </ul>
Soledad	<ul style="list-style-type: none"> <li>• Post-secondary transition advising and support</li> <li>• Childcare</li> </ul>

\*Member District names/abbreviations key: Gonzales (Gonzales Adult School of Gonzales Unified School District), Hartnell (Hartnell Community College District), MCOE (Monterey County Office of Education Adult Education), NMC (North Monterey County Adult Education Services of North Monterey County Unified School District), Salinas (Salinas Adult School of Salinas Union High School District), Soledad (Soledad Adult School of Soledad Unified School District), and SMC (South Monterey County Adult School of South Monterey County Joint Union High School District).

**Table 1. Regional Service Providers**

**Regional Adult Education Service Providers List for the Salinas Valley – 2018-19 (Table 1)**

Provider Name	Provider Type	Primary Address (Many providers serve multiple locations)	Program Areas								Notes
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Agriculture & Land-Based Training Association (ALBA)	Nonprofit	1700 Old Stage Road, Salinas, CA 93912				X					
Alisal Family Resource Center	Nonprofit	1441 Del Monte Avenue, Salinas, CA 93906	X		X					X	ESL provided by Hartnell College; HSE provided by HEP
Alliance Career Training Solutions	Private	333 Abbott Street, Suite B, Salinas, CA 93901				X			X		
California Department of Education - Migrant Education	Public	Migrant Education at Monterey County Office of Education, 901 Blanco Circle, Salinas, CA 93901	X	X	X						
California Rural Legal Assistance	Nonprofit	3 Williams Road, Salinas, CA 93905	X		X						
Castroville Family Resource Center	Nonprofit	10601 McDougall Street, Castroville, CA 95012			X					X	Parent education services to encourage child school success; ESL provided by NMC Adult School
Catholic Charities	Nonprofit	St. Mary's Catholic Church, 1705 2nd Avenue, Salinas, CA 93905			X						Citizenship preparation (not ESL)
Center for Employment Training (CET)	Private	24 Alvin Drive, Salinas, CA 93906; 930 Los Coches Avenue, Soledad, CA 93960				X			X		

Central Coast College	Private	480 S. Main Street, Salinas, CA 93901				X					
Door to Hope	Nonprofit	130 W. Gabilan Street, Salinas, CA 93901								X	Parent education services to encourage child school success
America's Job Centers of California	Public	730 La Guardia Street, Salinas, CA 93905; 599 El Camino Real Greenfield, CA 93927	X	X		X	X	X			WIOA partners collaborate to provide services, incl. adult schools, colleges, DSS/CalWORKS, EDD/Office for Employment & Training, and DOR
Farmworker Institute for Education and Leadership Development (FIELD)	Nonprofit	945 S. Main Street, Suite 101, Salinas, CA 93901		X	X						
Gonzales Adult School (GUSD)	Education	650 Elko Street, Gonzales, CA 93926	X	X	X			X		X	
Goodwill Central Coast	Nonprofit	1566 Moffett Street, Salinas, CA 93905				X		X			
Hartnell College	Education	411 Central Ave, Salinas CA 93901	X	X	X	X	X	X		X	
Loaves, Fishes and Computers	Nonprofit	938 S. Main Street, Salinas, CA 93901						X		X	Digital literacy
Mexican American Opportunity Fund	Nonprofit	11 Quail Run Circle, Suite 101, Salinas, CA 93907						X			Digital literacy
Monterey Bay Economic Partnerships	Nonprofit	3180 Imjin Road, Suite 104B, Marina, CA 93933						X			Career exploration and job placement tools

Monterey County Free Libraries	Public	615 Williams Road, Salinas, CA 93905; 11160 Speegle Street, Castroville, CA 95012; 401 Gabilan Drive, Soledad, CA 93960; 404 Broadway Street, King City, CA 93930	X		X						
Monterey County Jail	Government/ Corrections	1410 Natividad Road, Salinas, CA 93906	X	X	X		X	X		X	Educational services provided by MCOE and Hartnell College Adult Education Services
Monterey County Office of Education	Education	901 Blanco Circle, Salinas, CA 93901	X	X		X		X			
North Monterey County Adult School (NMCUSD)	Education	8142 Moss Landing Road, Moss Landing, CA 95039	X	X	X			X		X	
Papas	Nonprofit	1410 Natividad Road, Salinas, CA 93906								X	Parent education services to encourage child school success
Partners for Peace	Nonprofit	855 E. Laurel Drive, Salinas, CA 93906								X	Parent education services to encourage child school success
Project Search	Nonprofit	450 E. Romie Lane, Salinas, CA 93901					X				Salinas Adult School partners to provide basic skills instruction
Rancho Cielo	Nonprofit	710 Old Stage Rd, Salinas, CA 93908				X		X			
Salinas Adult School (SUHSD)	Education	20 Sherwood Place, Salinas, CA 93901	X	X	X		X	X		X	
Salinas City Elementary School District	Education	840 South Main Street, Salinas, CA 93901	X		X			X			

Salinas Public Libraries	Public	350 Lincoln Avenue, Salinas, CA 93901	X	X	X			X		X	
Salinas Valley Community Church	Nonprofit	368 San Juan Grade Road, Salinas, CA 93906	X		X						Basic literacy program
Salvation Army	Nonprofit	2460 North Main Street, Salinas, CA; 10351 Merritt Street, Castroville, CA						X			
Soledad Adult School (SUSD)	Education	690 Main Street, Soledad, CA 93960	X	X	X	X		X		X	
South Monterey County Adult School (SMCJUHS)	Education	760 Broadway Street, King City, CA 93930	X	X	X			X			
Tri-County Electrical Joint Apprenticeship and Training Committee (JATC)	Union	10300 Merritt Street, Castroville, CA 95012							X		Partners with Hartnell College to offer Electrician apprenticeship and with Pacific Grove Adult School for pre-apprenticeship
Turning Point	Nonprofit	116 E San Luis Street, Salinas, CA 93901						X			
UFW Foundation	Nonprofit	118 E Gabilan Street, Salinas, CA 93901			X						Citizenship prep (not ESL)
Veterans Transition Center of Monterey County	Government/Military	1441 Schilling Place, Salinas, CA 93901						X			Collaborates with MCOE, Hartnell College, and MC Workforce Development Board

**Table 2. Funding for Adult Education Programs and Services**

**FUNDING**

In 2018-19, the SVAEC received \$3,640,641, a slight increase from the annual allocations in previous years (\$3,490,139 in 16-17 and 17-18). Members leverage and braid funding from many other sources for their adult education (AE) programs, enabling them to expand beyond what could be achieved with CAEP funds alone. Three of the seven SVAEC Member Districts receive WIOA Title II funding – Salinas Adult School (\$438,200 in 17-18 and \$356,534 in 18-19), Soledad Adult School (\$71,951 in 17-18 and \$44,083 in 18-19), and Gonzales Adult School (\$40,130 in 17-18, its first year as a WIOA recipient, and \$41,382 in 18-19) – totaling \$441,999 in 2018-19 (although decreases in this funding source have caused a strain for Salinas and Soledad).

Member Districts have demonstrated their commitment to adult education by contributing significant amounts of LCFF and In Kind funds. For example, in 2017-18, four out of the five K-12 Adult Schools and the COE spent a total of \$1,429,737 of LCFF funds and together all seven Member Districts made \$174,596 worth of In Kind contributions to their AE programs. Table 2 below shows that ongoing commitment by Members to support adult education programs with LCFF/District funds.

**SVAEC Funding for Adult Education Programs & Services (Table 2)**

Source and Type of Funds	Funding Estimated FY 2019 - 20	Funding Estimated FY 2020 - 21	Funding Estimated FY 2021 - 22
State/Federal Funding			
AEP	\$ 3,759,327	\$ 3,759,327	\$ 3,759,327
CalWORKs	\$ 47,623	\$ 47,623	\$ 47,623
CCD Apportionment	\$ 53,632	\$ 53,632	\$ 48,389
Corrections	\$ 20,000	\$ 20,000	\$ 20,000
LCFF/District Funds	\$ 1,340,723	\$ 1,335,688	\$ 1,332,811
Perkins V	\$ -	\$ -	\$ -
WIOA II	\$ 441,999	\$ 438,974	\$ 438,974
Other			
Grants	\$ 122,019	\$ 122,019	\$ 35,000
Contracted Services	\$ 107,420	\$ 107,420	\$ 107,420
In-Kind	\$ 683,530	\$ 683,530	\$ 683,530
<b>Total</b>	<b>\$ 6,576,273</b>	<b>\$ 6,568,213</b>	<b>\$ 6,473,074</b>

## 2.3 Community Need and Customers

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To drive its planning for 2019-22, the SVAEC utilized regional census data, county labor market information, and data from its own regional adult education community needs assessment survey conducted in 2018. The data show great need for adult education and workforce development programming in the Salinas Valley, particularly for adult English Language Learners (over 90% of whom speak Spanish at home, and 34% of whom speak English less than very well); immigrants (43% of adults in the region are foreign-born); adults with low educational attainment (32% are without a high school diploma or equivalent, the majority of which are at 8th grade skill levels or lower, including high numbers of adults with low literacy and numeracy levels); low-income adults (36% live in or near poverty); and those who are unemployed, underemployed, or only seasonally employed (37% are unemployed). [See Appendices D and E.]

Although the labor market information (LMI) for the region projects significant job growth between 2017 and 2027 in both the Agriculture and Health Care industry sectors, the fastest growing occupations are low-wage jobs (Farmworkers and Agricultural Equipment Operators, Personal Care Aides and Home Health Aides), ranging in median hourly wages from \$12.07 to \$14.99. This poses a challenge for adults struggling to make ends meet in Monterey County, where the poverty wage is \$5.84, the minimum wage is \$11.00, the living wage is \$13.83, and the California self-sufficiency wage is \$14.43 (all for one adult). For a household with two adults (one working) and two children, the living wage is \$29.21 (an annual income before taxes of \$60,752). [See Appendices G and H.]

The high cost of living and the high number of families living in poverty in the Salinas Valley signals to the SVAEC that we must work with our industry and community partners to create career pathways that lead to living wage jobs. Interestingly, the LMI aligns with the goals and interests of the adults surveyed in the Salinas Valley Adult Education Community Needs Assessment Survey (see Appendix C), in which the top career priorities of survey participants were to get a better job (65%), learn a new skill or trade (63%), or get job training for a new career (48%), with the top industries of interest listed as Agriculture, Education, and Healthcare, industries in which the majority of participants already work. This means that adult learners are ready and willing to pursue opportunities to advance in their current industry sectors – it is up to us and our partners to develop viable career pathways to facilitate their advancement.

In the attached documents [Appendices C - H] are the data that inform our Consortium's decisions about how best to align resources and services with regional needs in order to help alleviate poverty in the Salinas Valley. That data included new census data from the American Community Survey (2013-17) and CAEP Consortium Fact Sheets, labor market information from the Monterey County Workforce Development Board and CAEP Consortium Fact Sheets, data from the 2018 SVAEC Community Needs Assessment, and SVAEC student demographic data. Programs that increase the education and skill levels of adults create opportunities for economic mobility for adults and their families and provide a skilled local workforce for employers.

## 2.4 Identifying Goals and Strategies

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Based on its assessments of regional needs, assets, and current levels of capacity, the Salinas Valley Adult Education Consortium has established five overarching goals to drive its work over the next three years (2019-22). Those five goals are to:

1. Increase student enrollment;
2. Increase the number of adult learners achieving their education goals;
3. Increase the number of students making workforce gains;
4. Adopt the new *CAEP Immigrant Integration* metrics and promote increased support for immigrants; and
5. Adopt practices that ensure equity, efficacy, and efficiency through data-driven decision making and alignment of adult education services and resources with regional needs.

These goals were developed at several Consortium Planning Meetings with over a dozen teachers, staff, and administrators from all seven Member Districts and at Steering Committee Meetings, also with Member District administrators, staff, and teachers as well as community partners.

### **Goal 1: Student Enrollment**

There remains a large gap between the census data and student data, showing that thousands more community members need our services. Data from the SVAEC Community Needs Assessment Survey showed that many community members still are unaware of the adult education programs in the region and/or that they do not know how to access or enroll in the programs. Thus, a primary focus of the SVAEC's efforts is enrollment. The three main strategies it will use to achieve its enrollment goals are outreach, marketing, and improved access.

The highly effective methods used to conduct the SVAEC Community Needs Assessment will be utilized in the SVAEC's outreach efforts. Outreach and marketing efforts will be tailored to the needs of adults who are English Language Learners, immigrants, have low literacy levels, have had limited formal education, are unfamiliar with the U.S. school system, low-income, and speakers of Spanish, indigenous Central American languages, and Arabic. Increased "high-touch" community outreach through engagement of stakeholders, leveraging of partnerships, and consistent presence in locations where our target prospective students are commonly found will lead to opportunities for information-sharing and relationship-building. This will also provide opportunities for feedback from the community and continuous needs assessment.

Key stakeholders include K-12 schools, libraries, employers, WIOA partners, and numerous community-based organizations. Engagement of teachers and current students will also be critical to recruitment efforts; the idea of Student Ambassadors will be explored. Key locations/opportunities for recruitment include K-12 school meetings and events, public libraries, AJCCs/One Stop Centers, company events (especially agriculture companies), food bank distribution sites, affordable housing sites and farmworker housing sites, laundromats, and churches. The emphasis will be on going out to where the prospective students are, rather than waiting for them to come to us, and trying new approaches like on-site registration at community events.

The SVAEC will continue to build a strong referral network by collaboratively developing and implementing cross-referral tools and processes with WIOA partners, the regional Active Referral Network and Prosperity Advisory Group coordinated by the United Way and Goodwill Central Coast, Monterey Bay Economic Partnership, other neighboring adult education consortia, and other partners and initiatives.

Marketing efforts will include new marketing collateral, website improvements, newsletters, increased media (radio, TV, newspaper) and social media presence, and overall more use of student testimonials and success stories.

In addition to increased outreach and marketing efforts, access to programs will also be improved by making enrollment processes more student-centered and standardized across the consortium; establishing spaces at schools that are clearly and consistently dedicated to adult education; and identifying and addressing the reasons why some students do not attend after going through intake and/or orientation.

To implement these strategies, new Consortium-level staff will be hired for outreach and recruitment; a new strategic marketing campaign will be developed and launched; more research will be conducted and applied; and a new detailed outreach and recruitment plan will be developed with targeted recruitment strategies to increase visibility, close information gaps, build stronger relationships with communities and partners, improve onboarding processes, and create welcoming spaces where prospective and current students feel safe and secure.

See Figure 1: Goal 1 Logic Model

### **Goal 2: Student Educational Goals Attainment**

The goal of increasing the number of students reaching their educational goals hinges on increased student persistence and success through relevant programming, high-quality instruction, and wrap-around support services. Improvements in data collection, tracking, reporting, and analysis are also essential. More viable pathways need to be developed for adults to transition from adult schools and other community partner programs into college and the workforce. Those pathways will require new courses and curriculum, new instructional models and strategies, and alignment between programs and with academic and industry standards.

New curriculum/courses/programs to be developed include bridge courses to help students transition into college; short-term certificate programs; contextualized instruction (IET, VESL, Integrated EL Civics) in new courses and integrated across all curricula; workforce readiness curriculum in the form of new courses and integrated across program areas and levels; and CTE (Healthcare, Agriculture, Education, Hospitality, and Building Trades). Curriculum must be aligned with academic standards, such as the College and Career Readiness Standards and English Language Proficiency Standards; industry standards and workforce needs; and the new immigrant integration metrics that capture student goals related to family, civic, financial, health and wellness, and other areas of growth for immigrants, in addition to academic and career goals. It is also important that trauma-informed and equity-minded practices be integrated into the classroom, curriculum, and all services.

Student support services are also key to students attaining their goals. Ongoing student-centered advising and counseling services that include the development of individualized education plans for each and every adult education student will be essential. Mentoring can also be a powerful way to help students persist; mentor and peer mentor activities will be piloted. Teachers, advisors, other staff and administrators, and students will be engaged in promoting student persistence and success through programming and messaging that is supportive of students -- regardless of their goals, interests, backgrounds, barriers, or needs -- and encourages students to push themselves beyond what they thought was possible (do not have to stop at learning English -- continue to high school equivalency and college!). Mapping the education and career pathways options for students and providers will also show students what is possible, help facilitate their planning, and provide smoother transitions into college or career.

Professional development will be essential to the successful development and implementation of this new and revised programming. Specific training topics will include individualized education planning for adult learners; career pathways, career readiness, and workforce development; CCRS and ELPS; immigrant integration; social-emotional needs of students and trauma-informed practices; and student-centered and equity-minded programming and instruction that addresses all students' needs and learning styles, is culturally responsive.

The SVAEC has made progress in and will continue to work on its practices related to student data collection and reporting, particularly student outcomes data. Better capturing student outcomes data will provide a more accurate picture of the Consortium Members' effectiveness in helping students attain their goals. The Consortium also wants to begin setting consortium-level and member-level outcomes targets and to regularly review and analyze student data together for continuous program quality improvement purposes, as part of its overall aim of becoming more effective through data-driven decision making.

See Figure 2: Goal 2 Logic Model

**Goal 3: Student Workforce Gains**

One of the primary objectives of the California Adult Education Program is to help adult learners reach their career goals, and it is clear from the data that adults need access to pathways that lead towards living wage jobs and that industry needs a skilled workforce. The SVAEC's role in meeting these needs is to help adult learners in the Salinas Valley gain the basic skills, employability skills, and technical skills needed to move from unemployment, underemployment, or low-wage jobs into middle-skill, middle-wage jobs. Our aim is to provide instruction, training, and advising to help students reach their career goals. Those goals may include moving from unemployment to employment or from part-time to full-time work; qualifying for jobs with increased responsibility and increased earning potential; advancing to positions in their current company or industry sector or transitioning over to a completely new career pathway or sector; or finding jobs with improved working conditions, schedules, or locations that are more convenient.

Employing strategies to help adult learners make workforce-related gains remains one of the biggest areas of growth for the SVAEC. The strategies for this goal are similar to those for Goal 2: expansion and innovation in curriculum and instruction; increased student support services; leveraging of industry and community partnerships; and data collection.

More short-term certificate CTE programs need to be developed, particularly in the form of noncredit programming at Hartnell College, with pre-CTE bridge courses to help students with lower basic skill levels transition into the college-level CTE programs. Curriculum for new Integrated Education and Training (IET) curriculum and programming needs to be developed to help students with lower basic skills levels – especially English Language Learners – accelerate their progress by improving basic and technical skills simultaneously; these models require faculty buy-in and adequate training, time, and funding. Career pathways and workforce readiness needs to be integrated across the curricula into all program areas and levels and across all services; this also requires significant professional development for teachers and staff. And more opportunities need to be cultivated for collaboration with the Monterey County Workforce Development and WIOA-funded job training for adult learners.

Advising services for all adult learners is key and individualized career planning services will be made available to all students regardless of program area or level. Salinas Adult School and Hartnell College have College and Career advisors, counselors, and staff who can provide some support to adult education students; if resources allow, the SVAEC would also like to develop new Career Coach positions. Besides the individualized career planning, support services will include providing clear and comprehensive career pathways maps and information for students and providers; job fairs specifically for adult learners and the community; and referrals to job training programs, work-based learning opportunities, and job opportunities.

Further developing relationships with employers and other industry partners will be crucial. Partners include employers, industry associations, the AJCC and WDB and other public agencies that provide career services and job training and placement, and other job training programs. These partnerships will be leveraged for access to prospective students for outreach and recruitment; referrals; co-location of workforce development staff from other agencies to provide basic career services to students; new program development (providing industry input to ensure curriculum aligns with employers' needs); job training for students; job and internship placement opportunities for students; and collaboration in the development of a regional workforce development plan. If resources allow, the SVAEC would like to engage an Industry Liaison to deepen relationships with industry partners to increase collaboration and optimize opportunities for students.

Options for undocumented workers remain limited. The SVAEC is committed to serving all adults, regardless of residency status, and helping them find pathways to prosperity. This will require further research, training, and stakeholder engagement, which is all related to the intent of Goal 4 – to promote increased support of and opportunities for immigrants.

Collecting data on student workforce gains remains a challenge for adult education programs and additional resources and training will be dedicated to this work. Student surveys will help programs understand students' barriers to achieving workforce gains and how best to support them. Teacher and staff surveys will identify gaps in

knowledge around career pathways and workforce readiness and help determine what types of training are needed to enable to teachers to integrate employability skills and career readiness into all classes and services. The Consortium will research and communicate industry needs to the program administrators, teachers, and staff.

See Figure 3: Goal 3 Logic Model

#### **Goal 4: Immigrant Integration**

Per CA Assembly Bill 2098 [Appendix I], the California Adult Education Program (CAEP) has been developing recommendations for a set of immigrant integration measures that adult education consortia may use to document adult education's contributions to immigrants and their families and communities. Goal 4 reflects the SVAEC's commitment to better serve the immigrant populations in the Salinas Valley by adopting those measures and following those guidelines from the State (when available), collecting and analyzing relevant data, conducting additional relevant research and needs assessments, and improving programs and services accordingly. The SVAEC also aims to engage regional stakeholders in efforts to develop a strong network of partners and a regional plan to improve services and create more opportunities for immigrants in our communities, similar to the immigrant integration network called ALLIES in the south bay region.

ALLIES developed an Immigrant Integration Framework [see Appendices J and K] that encompasses three (overlapping) areas of integration: Linguistic, Social, and Economic. The framework lays out eight goal areas within the three areas of integration:

- English language proficiency
- First language literacy
- Educational and Career Advancement
- Financial Security
- Health and Well-Being
- Providing for Family
- Credentials and Residency
- Participation in Civic and Community Life

The SVAEC will consider adopting and/or adapting this Immigrant Integration Framework and using it to develop and implement a Regional Immigrant Integration Plan. Conducting further research and awaiting guidelines from the State CAEP Office will be the first steps, followed by professional development to ensure that the Consortium's administrators, teachers, and staff are informed of and versed in immigrant integration. Training will also be extended to stakeholders, who will then be engaged to partner in collaborative planning efforts.

Once guidance is received from the State, the SVAEC programs will adjust their data collection tools and procedures in order to capture local student data related to the new immigrant integration metrics. Once collected, the data will be reviewed and analyzed collectively by the Consortium Members. This data will inform planning, curriculum and program development, and service enhancement. Data will likely show a need for increased partnerships with providers of non-instructional services, such as healthcare, legal, social, and financial service providers, as well as industry and civic partners, including city councils.

In addition to gathering information from national and state sources on relevant policies and practices, the SVAEC will conduct regional research, including needs assessments and an environmental scan of current services for immigrants, resulting in a regional asset map and identification of gaps in services and needs to be addressed. This research will inform the regional immigrant integration plan to be developed with partners. Partners needed for collaborative planning will include Migrant Education, Hartnell's MiCASA Program, Catholic Charities, the UFW Foundation, FIELD, Centro Binacional, Action Council, United Way, Salinas Public Libraries, Monterey County Free Libraries, Goodwill Central Coast, the 5 Cities Initiative, the Monterey Bay Economic Partnership, and more.

See Figure 4: Goal 4 Logic Model

**Goal 5: Consortium Equity, Efficiency, and Efficacy**

Continually refining its governance policies and operational procedures has been a major priority for the SVAEC, particularly as they relate to decision-making processes, member accountability, and resource allocations. It is committed to continue the work of developing a data-driven and equity-minded culture and establishing processes for which the primary objectives are equity, efficiency, and efficacy with a sturdy foundation of quantitative and qualitative data to ensure alignment of regional needs, services, and resources.

Improving the consortium's data collection, reporting, and sharing practices remains a primary focus of the SVAEC, for compliance, accountability, and program improvement purposes. This requires ensuring that all Member Districts utilize the same data collection and student assessment tools, definitions, and practices consistently across the Consortium; significant time, effort, and resources will continue to be dedicated to this, including training and technical assistance. The Data Workgroup will meet regularly again beginning in 2019-20, and the new TE (TopsPro Enterprise) Users Group will continue to meet virtually monthly and in person quarterly. Data will be reviewed and discussed at least quarterly at Steering Committee meetings, and annually it will review regional census data, labor market data, and other relevant regional data. Although the SVAEC is not using a shared data system, it will incorporate a data sharing agreement or clause into its new Member MOUs.

Regular review of student enrollment and outcomes data will be an important part of evaluating Member effectiveness. Members will also be required to conduct a presentation to the Steering Committee on a bi-annual basis to report on their progress, including student data, spending, program changes, successes and challenges, and changing needs or gaps in their service area(s). The Consortium will work on developing additional methods of evaluating member effectiveness, primarily for the purposes of oversight and program improvement, as well as to inform funding decisions (allocation changes or reallocation decisions). The SVAEC continues to seek solutions to address the need for a more formal funding process that leads to increased equity, efficiency, and efficacy.

To operationalize or "institutionalize" these data and accountability practices, the Consortium will regularly review and revise as needed its governance policies, procedures, and agreements, including its bylaws, MOUs, and fiscal agreements.

See Figure 5: Goal 5 Logic Model

Logic Models

Figure 1: Goal 1 Logic Model

**Goal 1: Increase student enrollment in SVAEC adult education programs.**

Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Long-Term Outcomes
<p><u>OUTREACH</u> New Consortium Outreach &amp; Recruitment Staff</p> <p>Funding for staffing, supplies &amp; materials, and mileage</p> <p>Current Consortium and Member staff involved in AE outreach and recruitment</p> <p>AE teachers and students willing to engage in outreach</p> <p>Professional development</p> <p>Community and industry partnerships</p> <p><u>MARKETING</u> Marketing &amp; Communications contractor(s)</p> <p>Funding for marketing, advertising, collateral, events</p>	<p><u>OUTREACH</u> Hire new Consortium staff to conduct outreach and recruitment</p> <p>Develop a new outreach, marketing, and recruitment plan</p> <p>Conduct more community outreach and targeted recruitment through engagement of stakeholders, leveraging of partnerships (especially K-12 schools and employers), and increased presence in the community</p> <p>Build a stronger cross-referral network with other providers and pilot co-location of counselors/advisors/case managers</p> <p>Host more tours and events at the AE program sites</p> <p>Consistently follow up with students who have expressed interest or who signed up but did not attend</p> <p><u>MARKETING</u> Implement a strategic marketing campaign</p> <p><u>ACCESS</u> Improve and better communicate enrollment processes across consortium to make them consistent, clear, and student-centered</p>	<p>Enrollment data, including information on how students learned of programs and sources of referrals</p> <p><u>OUTREACH</u> Estimated number of prospective students reached at events attended, presentations given, and events hosted</p> <p>Students enrolled onsite at events or out in community</p> <p>Time spent at partner sites and students enrolled or referred there</p> <p>Clear and effective referral processes</p> <p><u>MARKETING</u> Advertisements and marketing collateral providing information on program offerings and enrollment processes</p> <p><u>ACCESS</u></p>	<p>Increased awareness of AE programs and services and their enrollment processes</p> <p>Improved student access to AE programs and services</p> <p>Increased student enrollment</p> <p>Improved retention of students post-intake and post-orientation</p> <p>Increased and strengthened partnerships with industry and community partners</p>	<p>Increased student enrollment in AE programs</p> <p>Classes at capacity</p> <p>Increased student persistence, completion, and achieving desired outcomes</p> <p>Strong regional referral network and increased referrals</p>	<p>Increased number of students gaining new skills, obtaining certificates and degrees, increasing their earning potential, and reaching their education and career goals</p> <p>Progress towards:</p> <ul style="list-style-type: none"> <li>Economic prosperity and upward mobility for adults and their families and communities</li> <li>Workforce, economic, and community development in the Salinas Valley leading to equity, poverty alleviation,</li> </ul>

<p><b>ACCESS</b> Adult education-dedicated space provided by schools</p>	<p>Contact/survey students who did not attend post-intake or post-orientation to identify and address reasons</p> <p>Establish more AE-dedicated spaces at schools</p>	<p>Common intake forms and procedures that are student-centered</p> <p>Data on students who did not attend post-intake or post-orientation</p> <p>Spaces at schools that are clearly, consistently, solely dedicated to AE programs</p>			<p>and a robust economy</p>
<b>Assumptions</b>			<b>External Factors</b>		
<ul style="list-style-type: none"> <li>Prospective students who learn about the AE programs and how to enroll will do so (assuming the primary reasons for low enrollment are lack of awareness and information)</li> <li>Our AE programs offer classes and services that meet the needs of the community</li> <li>Quality partnerships with industry and community partners will result in increased access to or referrals of prospective students</li> <li>Funding will remain stable</li> <li>Once we identify reasons for student attrition, we will be able to increase student retention.</li> </ul>			<ul style="list-style-type: none"> <li>Hiring process for new staff</li> <li>Access to qualified candidates for outreach and recruitment</li> <li>Processes for training and potentially compensating staff, teachers, and students to conduct outreach</li> <li>Access to high-quality marketing &amp; communications experts</li> <li>Willingness of employers and community partners to partner in meaningful ways</li> <li>School district support of AE programs</li> <li>Potential students motivation to enroll and complete</li> </ul>		

Figure 2: Goal 2 Logic Model

**Goal 2: Increase the number of SVAEC adult learners achieving their education goals.**

Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Long-Term Outcomes
<p><b>CURRICULUM &amp; INSTRUCTION</b> Teacher/faculty and administrator buy-in and participation</p> <p>AE teachers</p> <p>Curriculum</p>	<p><b>CURRICULUM &amp; INSTRUCTION</b> Develop pathways from AS to CC</p> <p>Develop new curriculum and courses: bridge/transition courses, short-term certificate programs, contextualized instruction (IET, VESL, Integrated EL Civics), workforce readiness, and CTE (Healthcare, Agriculture, Education, Hospitality, Building Trades)</p>	<p><b>CURRICULUM &amp; INSTRUCTION</b> New teachers hired</p> <p>New curriculum and programs developed and offered</p>	<p>Increased number of students setting goals, developing education plans, and persisting in AE programs – start with Intermediate and Advanced Students, then</p>	<p>More AE programs and pathways developed that meet the needs of adult learners and industry</p> <p>Increased number of students achieving desired</p>	<p>Increased number of students gaining new skills, obtaining certificates and degrees, increasing their earning potential, and reaching their</p>

<p>Professional development</p> <p>Funding for classroom instruction, curriculum development, and professional development</p> <p><u>STUDENT SUPPORT</u> Tools and expertise for Individualized Education Planning and other transition support for AE students</p> <p>Current transition support staff</p> <p>All AE teachers and staff</p> <p>Professional development</p> <p><u>DATA</u> Student Information Systems that have the capacity to track student goals, barriers, progress, and outcomes</p> <p>Staff trained in student assessment and student data collection, reporting, and analysis</p>	<p>Align curriculum across AE programs, with the college curriculum, with industry standards and needs, with academic standards like CCRS and ELPs, and with new immigrant integration metrics</p> <p>Integrate college and career readiness skills and career pathways and workforce development knowledge into all curricula across program areas and levels</p> <p>Develop more programming for special populations, like adults with disabilities and undocumented students</p> <p>Integrate trauma-informed and equity-minded practices into the classroom and all services</p> <p>Provide professional development for teachers, staff, and administrators</p> <p><u>STUDENT SUPPORT</u> Conduct individualized education planning with every AE student</p> <p>Provide ongoing advising, mentoring, and support to all AE students</p> <p>Map education and career pathways for each program area</p> <p>Provide professional development for teachers, staff, and administrators</p> <p><u>DATA</u> Improve data collection practices to better capture student goals, progress, and outcomes</p> <p>Utilize student assessment data to inform placement and instruction</p>	<p>Curriculum aligned to standards and across programs and institutions</p> <p><u>STUDENT SUPPORT</u> Education pathways maps tailored for different program areas and audiences</p> <p>Individualized Ed Plans for every AE student in the Consortium</p> <p><u>DATA</u> Assessment and progress data for every ESL and ABE/ASE student</p> <p>Data on student goals, barriers, and outcomes for every AE student</p> <p>Consortium and Member student outcomes targets</p>	<p>expand to students at all levels</p> <p>Smoother transitions for students between levels, programs, and institutions</p> <p>Courses that are relevant to adult learners' lives and goals</p> <p>Staff and teachers who are trained in goal-setting, ed-planning, career exploration and career development, and who are well-informed of educational and career resources for their students and regional workforce development information</p> <p>Improved student data collection</p>	<p>outcomes and goals</p>	<p>education and career goals</p> <p>Progress towards:</p> <ul style="list-style-type: none"> <li>Economic prosperity and upward mobility for adults and their families and communities</li> <li>Workforce, economic, and community development in the Salinas Valley leading to equity, poverty alleviation, and a robust economy</li> </ul>
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	As a Consortium set consortium-wide and member-level targets for student progress and completion; regularly review student data together for continuous program quality improvement				
Assumptions			External Factors		
<ul style="list-style-type: none"> <li>• There are adults in the region who have goals of continuing their education and have the desire and capacity to attend school to make progress towards those goals</li> <li>• Teachers, staff, and administrators will participate in professional development opportunities and meetings to work on curriculum development and program alignment</li> <li>• Transition support, ed-planning and goal-setting, and understanding of college and career pathways will contribute to students’ persistence and success</li> <li>• Funding will remain stable</li> </ul>			<ul style="list-style-type: none"> <li>• Access to qualified teachers/faculty for instruction, curriculum development, and new collaborative teaching models</li> <li>• Teachers credentialing requirements, particularly CTE</li> <li>• Cost of and infrastructure required for CTE instruction</li> <li>• Curriculum approval processes</li> <li>• Schedule coordination and availability of teachers and staff to participate</li> <li>• Districts’ support of cross-institution collaboration and alignment</li> <li>• Factors in students’ lives that impact persistence: work, family, health, childcare, transportation</li> <li>• Large percentage of population with very limited English or first language literacy skills</li> </ul>		

Figure 3: Goal 3 Logic Model

**Goal 3: Increase the number of SVAEC adult learners making workforce gains.**

Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Long-Term Outcomes
<p><u>CURRICULUM &amp; INSTRUCTION</u> Academic instructors and industry experts willing to collaborate</p> <p>Professional development</p> <p><u>SUPPORT SERVICES</u> College &amp; Career Advisor located at Salinas Adult School</p>	<p><u>CURRICULUM &amp; INSTRUCTION</u> Increase career pathways available to adult learners, particularly in Healthcare, Agriculture, STEM, and Education:</p> <ul style="list-style-type: none"> <li>• Increase number of CTE classes with certificates at Hartnell College and at the adult schools through collaboration with the college and other job training providers, including the WDB.</li> <li>• Provide more mid-level job skills such as supervisor/manager training, human resources, and information technology instruction (per industry)</li> </ul>	<p><u>CURRICULUM &amp; INSTRUCTION</u> New curriculum, courses, and programs that enable students to make measurable workforce gains</p> <p><u>SUPPORT SERVICES</u> Career pathways maps to be used by students, teachers, staff, and partners</p>	<p>Career advising services and Individualized Career Plans offered to all students regardless of level or program area</p> <p>More CTE and Workforce Readiness programming</p>	<p>Increased number of students receiving workforce readiness and CTE services</p> <p>Increased number of students making workforce gains, including: progressing from unemployment to employment, part-time to full-time work, new positions/advancement,</p>	<p>Lower unemployment rate</p> <p>Decreased poverty rates</p>

<p>Faculty and staff at Hartnell College, including CTE Job and Internship Placement Coordinator and other CTE/Workforce Development staff</p> <p>If resources allow, hire additional staff to serve as Career Coaches (or leverage current AE teachers or staff) and someone to serve as an Industry Liaison</p> <p>All AE teacher and staff at all Member Districts</p> <p>Professional development</p> <p><u>PARTNERSHIPS</u> Industry and community partnerships</p> <p><u>DATA &amp; RESEARCH</u> Staff with expertise in workforce-related student data collection, reporting, and analysis</p> <p>Staff with expertise in survey development, administration, analysis</p> <p>Regional workforce development resources and labor market information</p>	<ul style="list-style-type: none"> <li>• Develop pre-CTE bridge courses to help students transition to postsecondary-level CTE programs</li> <li>• Incorporate “micro-certificates” into programs to create incentive and “momentum points” for students</li> <li>• Align curriculum with industry standards and changes (particularly increased automation and advanced technology in agriculture in healthcare)</li> <li>• Develop contextualized curriculum that integrates basic skills and technical skills instruction</li> <li>• Use innovative models for Integrated Education &amp; Training, such as VESL and I-BEST</li> <li>• Integrate workforce readiness into all curriculum across all levels and program areas</li> </ul> <p>Research and develop viable career pathways and programming that leads to increased workforce opportunities for undocumented adults.</p> <p><u>SUPPORT SERVICES</u> Provide advising services, develop Individualized Career Plans for students, provide ongoing support and follow up, and conduct workforce-related data collection</p> <p>Career Coaches to advise and assist students and hire at least a PT Industry Liaison to build relationships with employers and industry associations, promote industry collaboration, inform new CTE and Workforce Readiness program development, and facilitate internship and job placement</p>	<p>Individualized Career Plan template to be utilized across consortium</p> <p>Co-location of WIOA Partner staff at AE program sites</p> <p>Job fairs at AE program sites</p> <p><u>PARTNERSHIPS</u> Meetings and collaboration with employers and other industry partners</p> <p><u>DATA</u> Utilization of consortium wide case management system / active participation in collaborative regional referral networks and case management / co-enrollment</p> <p><u>DATA &amp; RESEARCH</u> Complete and accurate data on student workforce gains across the Consortium</p> <p>Data from survey results on student barriers to workforce gains and on teacher needs for additional training in</p>	<p>developed and offered</p>	<p>wage gains, improved working conditions</p>	
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	<p>Possible co-location of AJCC staff or other WIOA Partner Agency staff at AE program sites to provide career services to students</p> <p>Hold job fairs at adult schools (develop shared employer/partner list).</p> <p><u>PARTNERSHIPS</u> Further develop relationships with employers and other industry partners – including employers, industry associations, the AJCC and WDB and other public agencies that provide career services and job training and placement, and other job training programs – for outreach and referrals, new program development, job and internship placement opportunities for students, and collaboration in the development of a regional workforce development plan. Leverage existing opportunities to interface with employers, e.g. industry advisory committees and meetings.</p> <p><u>DATA &amp; RESEARCH</u> Improve data collection at intake and follow up, ensure collection of student goals and barriers related to employment and career (find ways to monitor student progress, e.g., job retention, work quality, wage gains, advancement)</p> <p>Survey students to better understand barriers to achieving workforce gains</p> <p>Conduct a needs assessment survey for teachers and staff related to the additional training/PD they need related to workforce readiness and career pathways</p> <p>Research employer/industry needs and better communicate those needs to AE programs and</p>	<p>workforce readiness and career pathways</p> <p>Improved communication and training on industry needs</p>			
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	provide relevant training to AE teachers and staff			
Assumptions		External Factors		
<ul style="list-style-type: none"> <li>• There are adults in the region who have goals of continuing their education and have the desire and capacity to attend school to make progress towards those goals</li> <li>• Teachers, staff, and administrators will participate in professional development opportunities and meetings to work on curriculum development and program alignment</li> <li>• Transition support, ed-planning and goal-setting, and understanding of college and career pathways will contribute to students' persistence and success</li> <li>• Industry is willing to advise and collaborate with our programs. Employer engagement and collaboration will result in programs and partnerships that lead to increased opportunities for adult learners and a skilled workforce that meets industry needs</li> <li>• Funding will remain stable</li> </ul>		<ul style="list-style-type: none"> <li>• Access to qualified teachers/faculty for instruction, curriculum development, and new collaborative teaching models</li> <li>• Curriculum approval processes</li> <li>• Schedule coordination and availability of teachers and staff to participate</li> <li>• Districts' support of cross-institution collaboration and alignment</li> <li>• Employers' and other industry entities' willingness to partner</li> <li>• Economic trends (market and growth or decline, job availability)</li> <li>• Number of jobs available that pay living wages (currently limited)</li> <li>• Industry trends resulting in need for advanced skills training (automation)</li> <li>• Percentage of workers in the region that are undocumented</li> <li>• Immigration policies that restrict employment opportunities for immigrants without Right to Work status</li> </ul>		

Figure 4: Goal 4 Logic Model

**Goal 4: Adopt the new CAEP Immigrant Integration metrics and promote increased support for immigrants in the Salinas Valley.**

Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Long-Term Outcomes
<u>RESEARCH &amp; DATA</u> Research, guidance, and training from CAEP and other State programs/agencies  Staff with expertise in survey development, administration, analysis  <u>PROFESSIONAL DEVELOPMENT</u>	<u>RESEARCH &amp; DATA</u> Research Immigrant Integration and new guidance from CAEP and provide training for Consortium and partners  Inventory and map current immigrant integration assets in the region and identify opportunities for improvement and expansion  Conduct an immigrant integration-oriented needs assessment that also captures data related to barriers preventing immigrants from	<u>RESEARCH &amp; DATA</u> Policies, procedures, and best practices developed for collecting and reporting immigrant integration data  Immigrant Integration asset maps  <u>PROFESSIONAL DEVELOPMENT</u>	As a Consortium we will be better informed of: <ul style="list-style-type: none"> <li>• What immigrant integration means and the impact relevant programming has on our communities</li> </ul>	Stronger partnerships between the Consortium and regional stakeholders (including LEAs, CBOs, public agencies, and industry) that can be leveraged for improving services and increasing opportunities for immigrants	Increased number of immigrants who are reaching or making progress towards their goals  Immigrant students have basic skills, soft skills (including cross-cultural competency), and technical skills needed to succeed in

<p>Local, regional, state, and national professional development on immigrant integration, intercultural competency, EL Civics, ELL/Immigrant Career Pathways, etc.</p> <p><u>PARTNER ENGAGEMENT</u> Partnerships with key stakeholders, particularly those who directly serve immigrants</p> <p>Leverage Hartnell College industry partnerships and current programs like the Farmworker Education &amp; Advancement Program, MiCASA, SVHPPP, 5 Cities Initiative, and its new Parent Curriculum</p> <p>Leverage MCOE's county-wide programs like Migrant Education and Head Start as well as other LEA programs and services</p> <p><u>PLANNING</u> Leverage current and future staff and teachers to adopt new metrics and related program guidelines, develop and implement new strategies, and participate in efforts to improve services for immigrants</p> <p><u>CURRICULUM</u></p>	<p>accessing resources; utilize data to inform program/services improvement and expansion</p> <p>Include new immigrant integration metrics into Consortium data practices</p> <p><u>PROFESSIONAL DEVELOPMENT</u> Provide training to increase knowledge and skills of adult education program administrators, teachers, and staff related to immigrant integration policies, metrics, best practices and effective program models, etc. Extend training to community and industry partners.</p> <p><u>PARTNER ENGAGEMENT</u> Establish partnerships with key stakeholders, specifically providers who serve immigrants, including other LEAs, social services, legal/immigration entities, churches, libraries, and food banks, as well as employers who currently or plan to employ immigrants</p> <p><u>PLANNING</u> Develop collaborative regional plan for immigrant integration with partners and stakeholders, which will include the creation of new career pathways for immigrants, including those who are undocumented</p> <p><u>CURRICULUM</u> Revise or develop new curriculum with EL Civics and Immigrant Integration-related skills integrated throughout</p> <p>Work with partners to develop and implement a workshop series for immigrants related to immigrant integration and available resources</p>	<p>AE teachers and staff who are knowledgeable of immigrant integration and relevant best practices</p> <p><u>PARTNER ENGAGEMENT</u> Strong network of partners committed to collaboratively supporting and creating more opportunities for immigrants</p> <p><u>PLANNING</u> A regional plan for immigrant integration and improved services and opportunities for immigrants</p> <p><u>CURRICULUM</u> New/revised curriculum with Immigrant Integration-related skills instruction integrated across program areas and levels</p>	<ul style="list-style-type: none"> <li>• What the immigrant integration needs and assets are in our region</li> <li>• What the new State metrics and guidelines are for immigrant integration</li> <li>• Best practices for creating career pathways for immigrants and English Language Learners, including those who are undocumented</li> </ul>	<p>Data to inform program improvement and new program/service/course development and to establish a baseline for tracking student progress and community impact</p> <p>Immigrant Integration-related skills integrated into curriculum across program areas and levels</p> <p>New career pathways for immigrants who do not meet the Right to Work requirements</p> <p>Immigrant community is aware of services and opportunities available</p> <p>Sufficient trust is established that immigrants feel safe and confident enough to access resources and integrate into the larger community</p>	<p>school and the workplace, access essential resources like healthcare and financial services, and advocate for their families and engage in civic life</p> <p>Comprehensive data on immigrant integration metrics</p> <p>Strong network of stakeholders collaborating to serve and provide opportunities for immigrants and all adult learners, particularly English Language Learners, those with low literacy or education levels, and low income</p> <p>Progress in the areas of:</p> <ul style="list-style-type: none"> <li>• Workforce, economic, and community development in the Salinas Valley leading to equity, poverty alleviation, and a robust economy</li> <li>• Economic prosperity and upward mobility for immigrants,</li> </ul>
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Teachers, staff, and partners to work on curriculum					their families, and communities
Possibly new instructional resources and materials					
Assumptions			External Factors		
<ul style="list-style-type: none"> <li>• There are adults in the region who have goals of continuing their education and have the desire and capacity to attend school to make progress towards those goals</li> <li>• Teachers, staff, and administrators will participate in professional development opportunities and meetings to work on curriculum development and program alignment</li> <li>• Transition support, ed-planning and goal-setting, and understanding of college and career pathways will contribute to students' persistence and success</li> <li>• Partners will be willing and able to engage in this work together</li> <li>• Funding will remain stable</li> </ul>			<ul style="list-style-type: none"> <li>• Availability of CAEP guidance on new Immigrant Integration metrics and relevant training</li> <li>• Partner interest and capacity to participate in collaborative efforts to promote immigrant integration</li> <li>• Schedule coordination and availability of teachers and staff to participate</li> <li>• Districts' support of cross-institution collaboration and alignment</li> <li>• Immigration policies</li> </ul>		

Figure 5: Goal 5 Logic Model

**Goal 5: Adopt practices that ensure equity, efficacy, and efficiency through data-driven decision making and alignment of adult education services and resources with regional needs.**

Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Long-Term Outcomes
<u>DATA &amp; ACCOUNTABILITY</u> All Member District AE personnel  SVAEC staff  Data Workgroup comprised of Member administrators, staff, and teachers  TE Users Group, comprised of data clerks and intake staff  District staff from the offices of IT, Institutional	<u>DATA &amp; ACCOUNTABILITY</u> Incorporate regular review and discussion of data into Steering Committee meetings  Convene the Data Workgroup, comprised of Member administrators, staff, and teachers, more frequently  Convene the TE Users Group, comprised of data clerks and intake staff, more frequently  Continue to improve data collection practices at the adult schools, MCOE, and Hartnell College to close data gaps through regular training and technical assistance; adequate staffing with qualified personnel who have the expertise to	<u>DATA &amp; ACCOUNTABILITY</u> Regular Steering Committee meetings, Data Workgroup meetings, and TE Users Group meetings where Members collectively review, analyze, and discuss data  Annual Consortium and Member performance targets; quarterly data reports; and bi-annual progress reports	Better coordination of cross-program and cross-institution data sharing, resulting in greater transparency and accountability, as well as smoother transitions for students  Collaboration between Consortium Members to use data to identify and	Ability to better identify regional community needs and student needs through the collective sharing and analysis of data at the Member and Consortium levels  Improved collaboration between Members to provide services that meet student	Progress in the areas of: <ul style="list-style-type: none"> <li>• Workforce, economic, and community development in the Salinas Valley leading to equity, poverty alleviation, and a robust economy</li> </ul>

<p>Research &amp; Effectiveness, and Admissions &amp; Records</p> <p>Professional development resources</p> <p>Student information systems and data collection tools that meet the needs of providers and are student-centered</p> <p><u>GOVERNANCE</u></p> <p>Consortium Steering Committee and subcommittees and workgroups</p> <p>SVAEC staff</p>	<p>ensure availability of accurate data; and sufficient program-level oversight of data collection and reporting practices</p> <p>Align and bridge data collection and reporting practices between different programs and systems (TE and MIS)</p> <p>Develop new processes and tools for evaluating Member effectiveness, including requirements to regular reporting on student progress, program changes, spending, etc.</p> <p><u>GOVERNANCE</u></p> <p>Consider forming a separate Governance or Accountability subcommittee to consistently review Consortium policies and procedures (similar to the current ad hoc committee)</p> <p>Develop more Consortium-level policies and procedures to ensure accurate data collection and to facilitate sharing, collaboration, and transparency between Consortium Members</p> <p>Review and modify as needed the Consortium bylaws, MOUs, fiscal agreements, and other relevant documents related to Consortium governance and Member accountability and effectiveness, including requirements for Member data reporting</p>	<p>presented by Members to the Steering Committee</p> <p>New processes and tools for evaluating Member effectiveness</p> <p><u>GOVERNANCE</u></p> <p>Updated Consortium bylaws, MOUs, and fiscal agreements</p> <p>Protocol to address gaps in service</p> <p>Funding process (possibly with a funding formula)</p>	<p>fulfill regional adult education needs</p> <p>Data-driven decision making around funding allocations, capacity building, and program development</p>	<p>and community needs</p> <p>A Consortium that functions efficiently and effectively</p> <p>Equitable distribution and effective use of resources</p>	<ul style="list-style-type: none"> <li>Economic prosperity and upward mobility for immigrants, their families, and communities</li> </ul>
<p>Assumptions</p>			<p>External Factors</p>		
<ul style="list-style-type: none"> <li>Members will come to agreement on common data collection tools, practices, requirements, definitions, etc.</li> <li>The Consortium and its Members have the capacity and resources (fiscal, human, and capital) to conduct this data, accountability, and governance work (including data software and systems)</li> <li>Improved data collection and reporting practices will lead to data-driven decision making, program improvement, increased Member and Consortium effectiveness, and equitable and effective use of resources</li> <li>Effective policies and procedures founded on data-driven decision making will lead to improved collaboration within and efficacy of the Consortium</li> </ul>			<ul style="list-style-type: none"> <li>Ability to find and hire qualified personnel with expertise in data collection, reporting, sharing, and analysis</li> <li>Access to adequate training and technical assistance related to data, accountability, and governance, at local, regional, and state levels</li> <li>Availability of data tools and systems that meet the needs of providers and students</li> <li>Lack of a connected/integrated data system across providers</li> </ul>		

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Lack of a common student identifier</li><li>• Disconnect between adult school and community college data systems and practices</li><li>• Willingness of Districts to provide support and technical assistance related to data and accountability for their AE programs</li></ul> |
|--|--|

**Table 3. Progress Indicators**

*Note: Program Year 2018-19 will serve as the baseline for these progress indicators, including 18-19 student enrollment and outcomes data.*

By 2022, the SVAEC will...

Goal	Progress Indicators
1	Increase its student enrollment by 10% through increased community outreach, stakeholder engagement, and targeted recruitment efforts.
2	Increase its number of students achieving their education goals by 10%.
3	Increase the number of students making workforce gains by 10%.
4 A	Adopt the new Immigrant Integration metrics and related guidelines from CAEP.
4 B	Engage stakeholders in an effort to adopt an immigrant integration framework and develop a plan for increasing support and opportunities for immigrants.
5 A	Collectively review and analyze student data on a quarterly basis and regional data (census and otherwise) on an annual basis.
5 B	Adopt new tools and practices for evaluating member effectiveness.

## 2.5 Piloting and Implementation

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Two of the new strategies the SVAEC will pilot in the next three years are:

1. The evaluation and improvement of immigrant integration services; and
2. Addressing the significant need for accessible childcare.

### Immigrant Integration

With 43% of its adult population foreign born, 34% with limited English skills, 32% without a high school diploma or equivalency, and 36% living in poverty, there is significant need for expanded and improved services and opportunities for immigrants in the Salinas Valley. The SVAEC's adult education programs provide essential services for immigrants in its communities: English language instruction, English and Spanish literacy instruction, EL civics instruction, high school diploma and equivalency instruction and testing, citizenship preparation, workforce readiness services and instruction, Career Technical Education, and programming to train parents/guardians to support their children's success in school. The adult education programs also partner with public agencies, community based organizations, and private entities to provide additional services to their students, the majority of whom are immigrants, including career services and social services.

The Consortium will begin by conducting research about immigrant integration and collecting data based on the new CAEP Immigrant Integration metrics and guidelines (expected summer 2019), which it is developing in response to Assembly Bill 2098 [Appendix I]. In addition to student data collected through the standard student intake process at the Member District adult education programs, surveys will be also be developed and administered to determine student needs related to immigrant integration. A community needs assessment may also be conducted, if similar data cannot be found from other sources. An environmental scan of services and asset mapping of resources for immigrants will be conducted in order to connect more immigrants to services and resources and to identify remaining service gaps that need to be addressed. The Consortium will form an internal workgroup or subcommittee to work on this research and data collection and subsequent planning.

The Consortium will also seek external assistance from regional and state experts, specifically the California Adult Education Program (CAEP) Immigrant Integration Field Team and ALLIES, the immigrant integration network affiliated with the South Bay Consortium for Adult Education (SBCAE). The ALLIES report titled Immigrant Integration Framework: From English Learning to Full Participation [Appendix K] "reviews how immigrants' success must include more than the acquisition of English language skills. The proposed framework suggests that a broader, more balanced set of goals and associated metrics can more accurately record an immigrant's progress. This framework can be foundational in supporting individual immigrants more holistically, as well as assessing the capacity of programs that serve immigrants, and identifying support gaps in individual communities." Aspects of the ALLIES model, including its approaches to stakeholder engagement and collaborative regional planning and its resulting Immigrant Integration Framework, will be strongly considered for adoption (with necessary adaptations) in the Salinas Valley.

Other models and best practices will be researched, as well, including the English Language Learner (ELL) Navigator Pilots and ELL Co-Enrollment Pilots funded by the California Workforce Development Board, Employment Development Department, and Labor & Workforce Development Agency with Governor's Discretionary WIOA funds in 17-18 and 19-20.

Key to this work will be stakeholder engagement and the formation of a strong network of partners to work collaboratively on regional plan development and implementation to collectively improve services and opportunities for immigrants and their families in the region. This may expand beyond the Salinas Valley into neighboring adult education consortia and counties; the Monterey Peninsula Adult Education Consortium (MPAEC) and GOAL, the adult education consortium of Santa Cruz County, have both expressed interest in collaborating on this effort. Some essential partners can be leveraged through the SVAEC's Member Districts: MCOE's Migrant Education and Head Start Programs; Hartnell College's MiCASA Program, Salinas Valley Health Professions Pathways Partnership and Parent Organizer, 5 Cities Initiative and the Salinas Valley Workforce Development Intermediary Advisory Board, and Industry Advisory Committees; and Salinas Union High School District's Mission Trails Regional Occupation Program.

Other important regional partners include all K-12 Schools, Catholic Charities, churches and other faith organizations, California Rural Legal Assistance, Centro Binacional para el Desarrollo Indigena, the UFW Foundation, FIELD, Action Council, Salinas Public Libraries, Monterey County Free Libraries, United Way of Monterey County, Goodwill Central Coast, Monterey County Workforce Development Board, Monterey Bay Economic Partnership, Monterey County Health Department, US Citizenship & Immigration Services (USCIS), and more.

As mentioned above under Goal 4, the SVAEC aims to have immigrant integration data collected and a regional collaborative planning process underway (if not a final regional plan for immigrant integration completed) by 2022.

#### Childcare

Lack of access to affordable and convenient childcare repeatedly shows up as a major barrier to accessing adult education in student surveys and community needs assessments. In early 2018, a group of teachers, staff, and administrators participated in the pilot Human Centered Design training provided by CAEP and WestEd. During that course, the group chose a design challenge that addressed student retention, asking the questions, “Why do students leave?” and “What can we do differently?” The group interviewed a handful of students who had stopped attending classes; those interviews led to the identification of childcare as a barrier for some of those students who had not persisted. The challenge led the group to ask: “How might we provide childcare to meet our students’ needs and enable them to attend class?”

This is a question that the Consortium is still asking itself and it would like to pick up where that course left off with collecting more data from former, current, and prospective students; conducting more research on effective models and best practices in the field of adult education; and developing and piloting potential strategies to address this community need. Consortium capacity to undertake this work is a barrier, so the Consortium will leverage related work being done by regional partners and consider contracting with an expert to lead efforts on this project for the SVAEC.

## **SVAEC VISION 2025**

Our communities will have/experience/feel:

- Prosperous with decreased poverty and economic vitality
- Stable with access for everyone to affordable housing, food, healthcare, education, technology, transportation, childcare, and other necessary services
- Safe with decreased crime
- Healthy and strong (individuals, families, communities, and institutions)

Our community members will have/experience/feel:

- Living wage jobs
- Upward mobility
- Valued and valuable
- Agency
- Community engagement
- Good quality of life
- Capable of learning/growth mindset
- Capable of accessing college and career pathways with ease and confidence

Our adult education programs will be:

- Strong pillars of our communities with resources for adults and families
- Centers of learning, support, enrichment, and celebration
- Gateways to prosperity
- Champions/advocates for our community members
- Places that foster connection, build community, celebrate culture and diversity
- Culturally responsive
- Trauma-informed
- Engaged with community and industry partners in regional collaborative work around community, workforce, and economic development

Our adult education programs will provide:

- Comprehensive and innovative programming, with evidence-based program models, standards-driven curriculum, high quality instruction, and adequate technology and resources
- Programming that helps adults and families reach their professional, academic, and personal goals, including job skills and life skills (career education, college education, and community education with more personal enrichment offerings again, e.g. art)
- Non-traditional instruction, including distance learning, online, virtual, hybrid
- “Just-in-time” training for workers who need specific education, skills enhancement, or certification/licensure in order to advance along their career pathways

Our adult education programs will serve:

- More of the populations we currently serve
- More older adults
- More adults with disabilities
- More students with high social-emotional needs
- New immigrants: from Middle East, central and northern Africa, central and south America

**SVAEC 2019 SWOT Analysis**

**STRENGTHS:** What do we do well? What contributes to our success? What unique resources and assets can we draw on? What do others see as our strengths?

**WEAKNESSES:** What could we improve? What resources or assets are insufficient? What internal challenges do we face? What is keeping us from meeting our objectives? What do others see as our weaknesses?

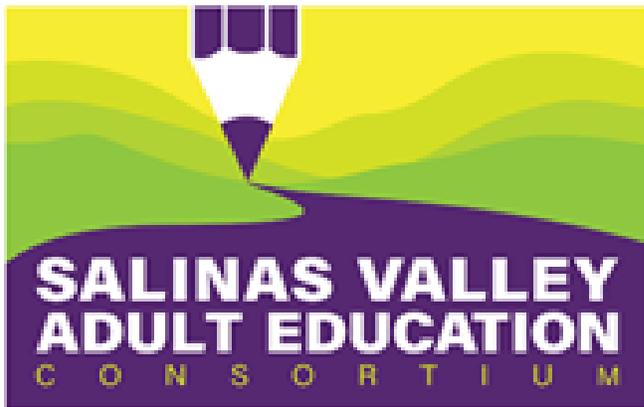
**OPPORTUNITIES:** What opportunities are open to us? What trends could we take advantage of? How can we use our strengths to take advantage of opportunities?

**THREATS:** What external threats or challenges do we face? What is our competition doing? How do our weaknesses make us more vulnerable to external threats?

<b>STRENGTHS</b> (internal)	<b>WEAKNESSES</b> (internal)
<ul style="list-style-type: none"> <li>- <b>SERVICES:</b> Have expanded to provide core AE services to entire Salinas Valley and to previously underserved populations, e.g., adults from indigenous communities, incarcerated adults, adults with disabilities, etc. Have been responsive to needs.</li> <li>- <b>STUDENT SUPPORT:</b> “No wrong door” approach for students, with referrals to services that best meet their needs and goals; stronger pathways for students from adult schools to college; student-centered and culturally responsive services</li> <li>- <b>CONNECTION:</b> Strong communication, coordination, connection, and peer awareness and support between Member Districts (administrators, staff, and teachers)</li> <li>- <b>EXPERTISE:</b> Many AE teachers and staff have considerable experience and expertise that benefit entire consortium</li> <li>- <b>PROFESSIONAL DEVELOPMENT:</b> Strong participation in professional development at most Member Districts</li> <li>- <b>PARTNERSHIPS:</b> Have developed and improved partnerships with community partners, e.g., public libraries, WDB, public agencies, non-profits, etc. Also have strong collaborative relationships with neighboring AE consortia.</li> <li>- <b>CONSORTIUM INFRASTRUCTURE:</b> Good infrastructure with full-time consortium staff, regular meetings, training and technical support, efficient fiscal administration</li> <li>- <b>DATA:</b> Have improved student data collection and reporting practices and student assessment practices</li> </ul>	<ul style="list-style-type: none"> <li>- <b>SERVICES:</b> Not as flexible as needed to meet community need (e.g., schedules still based on school semesters). Few options for students at the community college, esp. CTE and workforce readiness. Need more career training programs for adults at all districts, esp. IET. Insufficient outreach and recruitment.</li> <li>- <b>STUDENT SUPPORT:</b> Insufficient counseling and transition support for AE students. Childcare and transportation still major barriers for students.</li> <li>- <b>PROGRAM INFRASTRUCTURE:</b> Still insufficient AE-dedicated staff and facilities. Districts still are resistant to invest in permanent AE infrastructure or it’s not a priority. Major AE teacher shortage and pay disparities.</li> <li>- <b>ALIGNMENT:</b> Programs not all aligned with common standards and pathways still not entirely mapped out (incl. exit/transition points)</li> <li>- <b>DATA:</b> Lack mechanisms for tracking student transitions. No inter-agency data sharing or tracking system. Few tools or processes for placement and assessment for workforce readiness, job training, and employment-related indicators. Not all Members using CASAS Assessments or TopsPro Enterprise consistently or accurately. More data we could collect to assess need and evaluate Member District performance.</li> <li>- <b>CONSORTIUM INFRASTRUCTURE:</b> Need more formal program evaluation and fund allocation processes</li> <li>- <b>PARTNERSHIPS:</b> Don’t tell our story enough; still need more awareness and understanding and support of AE. Insufficient industry/employer interaction and collaboration.</li> </ul>

<p><b>OPPORTUNITIES</b> (external)</p> <ul style="list-style-type: none"> <li>- <b>PATHWAYS:</b> Changes at the community college level bring challenges but also opportunities: AB705 and Guided Pathways may mean more student preparation is needed at the adult schools and in noncredit programs. More communication and coordination between the CC and adult schools can lead to innovative programming, like bridge courses, co-located courses, and more comprehensive student support across agencies for smooth transitions – all of which can mean better student acceleration and success.</li> <li>- <b>PROGRAMMING:</b> More CTE (especially short-term certificate programs), Integrated Education &amp; Training courses (IET), workforce readiness, work experience, etc. can be developed in partnership with industry, cities and county, the WDB, other providers, other LEAs, etc.</li> <li>- <b>PARTNERSHIPS:</b> Increased collaboration between Members and with partners can lead to more support for students and can also help with outreach and recruitment of new students. Work with partners to develop a Regional Workforce Development - Adult Education Plan.</li> <li>- <b>RESOURCES &amp; PARTNERS:</b> SWP and SWP K12, ROP, WDB/WIOA, MBEP, MCBC, City Councils, High Schools and Elementary Schools, MCOE (Migrant Ed, Head Start, ELD, Mobile Learning Lab, Media Center, etc.), new Hartnell Community College centers in Soledad and Castroville, public libraries, Reading/Literacy Campaign, Bright Futures, Loaves Fishes &amp; Computers, FIELD, Goodwill, United Way, CalWorks/DSS, Active Referral Network (with United Way and Goodwill), the WIOA Partner Referral System</li> </ul>	<p><b>THREATS</b> (external)</p> <ul style="list-style-type: none"> <li>- <b>DEMOGRAPHICS:</b> Adult education often requires more time to show progress due to fact that learners are part time, many start with very low-level basic skills, many here are undocumented, and AE is not compulsory. Other significant barriers make it difficult for adult learners to persist: seasonal work, low wages, high cost of living, lack of access to transportation and childcare and affordable housing, food insecurity, immigration challenges, legal challenges, etc.</li> <li>- <b>REGIONAL INFRASTRUCTURE:</b> Parts of our region still do not have sufficient internet, transportation, or childcare services.</li> <li>- <b>IMMIGRATION:</b> Current climate of fear keeps students from attending school or accessing services. Adults without Right to Work are either ineligible for many career training programs and/or for jobs in those career pathways.</li> <li>- <b>OTHER PROVIDERS:</b> Other providers, including our own districts as well as other agencies and nonprofits, are serving parts of our target populations: alternative/continuation schools are expanding their reach so now serve part of the adult school population. And nonprofit providers are more flexible and more connected to the community in many cases.</li> <li>- <b>WORKFORCE DEVELOPMENT:</b> Almost all workforce development opportunities (training and job placement) are for adults with the Right to Work (many of our students are underdocumented). The region’s economic, workforce, and community development efforts are fragmented, without a clear, coordinated regional plan.</li> <li>- <b>FUNDING:</b> AE funding is still insufficient and school districts still are resistant to invest in permanent AE infrastructure. Funding will become more outcomes-driven, especially completion (e.g., new community college student-centered funding formula). Reporting requirements constantly change and increase.</li> <li>- <b>PATHWAYS:</b> Changes at the community college level bring challenges: AB705 and Guided Pathways may mean more student preparation is needed at the adult schools and in noncredit programs (more rigor, better guidance and prep).</li> </ul>
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# Community Needs Survey 2018



May 30, 2019

By

*Aidee Farias, Research and Strategic Planning Specialist for SVAEC*

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## OVERVIEW

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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 for the Salinas Adult School district area.

To ensure those participating in the survey met the criteria of being at least 18 years of age, first time survey participants and not currently enrolled in adult education programs or services, each participant was asked three questions: Are you at least 18 years of age?, Have you taken the Salinas Valley Adult Education survey before?, and Are you currently (in the last 3 months) taking any Adult Education classes, programs, or services? Of the total **1,243** qualifying surveys collected in the Salinas Valley, **268** surveys were completed in English and **975** were completed in Spanish.

## SECTION I: Demographic Information

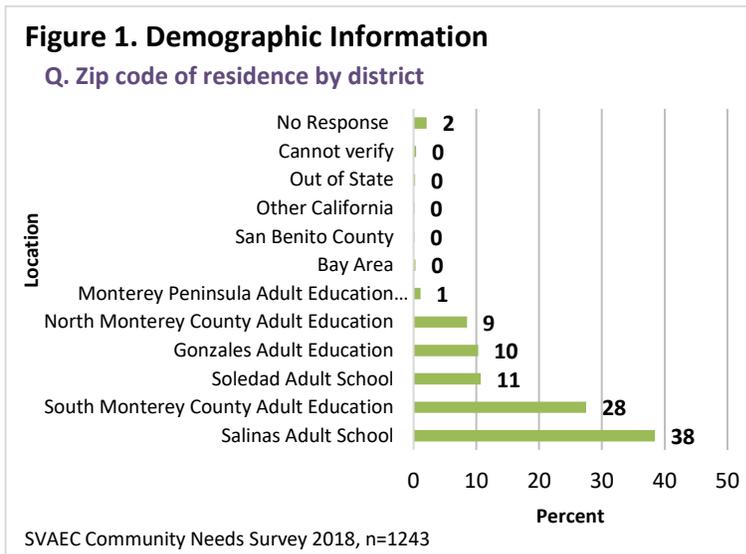
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The demographic section of the survey asks participants a series of questions: zip code, age, gender, primary language, housing mobility, access to internet, disability status, educational background, and employment status. The largest percentage of participants resided in Salinas, were female, between the ages of 24 and 44 and primarily speak Spanish. In addition, most did not move frequently nor have a disability. Further, most participants accessed the internet at home and did so using smartphones. Most participants spend between 1 to 4 hours on the internet per week. Most participants attended school in Mexico attaining an 8<sup>th</sup> grade level of education or below. A third of participants indicated attending school in the United States attaining a high school equivalency level of education. Five percent of participants indicated receiving special education services or support while in school. More than half of participants are employed with at least one job. Nearly one of four participants are employed in Agriculture. Less than a fifth of participants indicated their job requires them to have a specific certification, license or training. Over a quarter of participants indicated their employer provides on the job training and less than a fifth indicated their employer provides paid time off to participate in job training. Nearly half of participants indicated a desire to receive additional job training.



## Zip Code/City

Of the total number of qualifying surveys collected by zip code of primary residence— 38% were from Salinas followed by 11% from King City and Greenfield respectively, 10% from Gonzales and 9% from Soledad. The cities of primary residence correspond to one of five district member areas: NMC Adult Ed, Salinas, Gonzalez Adult School, Soledad Adult School and SMC Adult Ed. Of the total number of qualifying surveys collected by city of primary residence, 38% were collected in the Salinas Adult School district boundaries followed by 28% in SMC Adult Ed, 11% Soledad Adult School, 10% Gonzales Adult School, 9% NMC Adult Ed (Figure 1). Two percent of participants indicated residing in a zip code located on the Monterey Peninsula followed by 2% indicated an undefined zip code and less than 1% indicated a zip code out of the Salinas Valley and Monterey Peninsula geographic areas (Table 1).



**Table 1. Participants city of primary residence by zip code**

Zip Code City	Number of Surveys	Percent of Participants
Castroville	89	7%
Chualar	6	>1%
Coalinga	1	>1%
Gonzales	122	10%
Greenfield	160	11%
King City	161	11%
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	9%
Watsonville	13	1%
Peninsula cities	14	>1%
Out of district boundaries*	11	>1%
Unknown	5	>1%
Missing	26	2%
<b>Total</b>	<b>1,243</b>	<b>100</b>

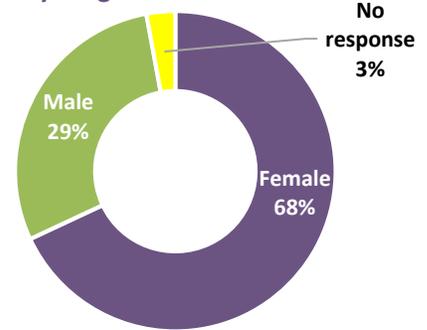
Percent rounded to the nearest whole number.  
 SVAEC Community Needs Survey 2018

## Gender

Of the 1,243 responses, 68% of participants indicated they were female, 29% indicated they were male, one indicated “Other” and 36 did not indicate a response (Figure 2).

**Figure 2. Demographic Information**

Q. What is your gender?



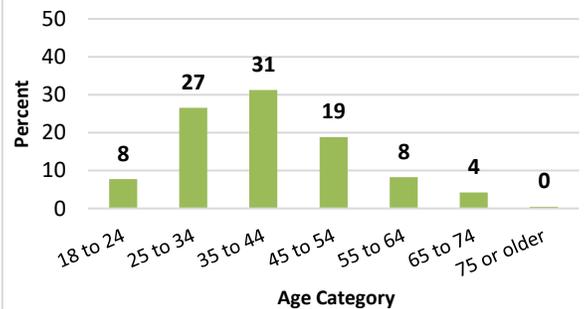
SVAEC Community Needs Survey 2018, n=1243

## Age

Participants were asked to indicate their age. The largest percentage, 31%, of participants were between the ages of 35 and 44 followed by 27% of participants who indicated they were between the ages of 25 and 34 (Figure 3).

**Figure 3. Demographic Information**

Q. What is your age?



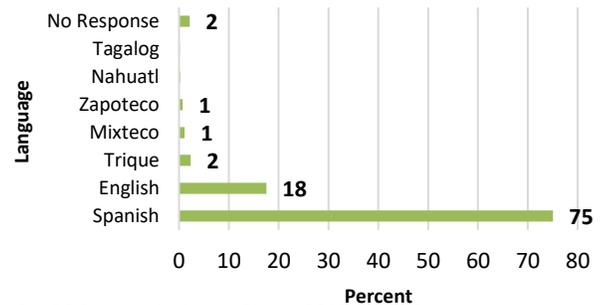
SVAEC Community Needs Survey 2018, n=1210

## Primary Language

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

**Figure 4. Participant Demographics**

Q. Primary language



SVAEC Community Needs Survey 2018, n=1243

## Migration

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

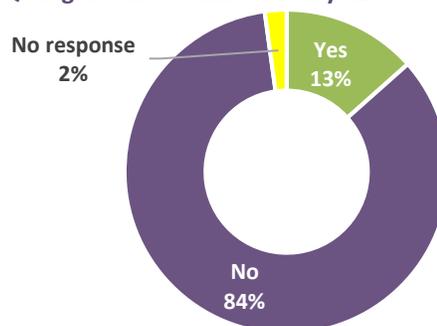
## Internet Access

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. Sixty-eight percent of participants indicated they access the internet from home followed by 16% that indicated they access the internet at the library (Figure 6). Of the eighty-one responses indicating “Other”, 63 indicated they access the internet on their phone, four indicated accessing the internet at Starbucks (Appendix Table 1).

## Internet Usage and Devices

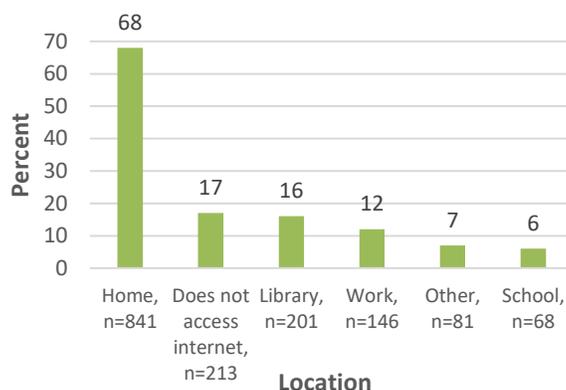
Participants were then asked to choose a device from a list and indicate how many hours (>1 to 20 or more) they typically spend a week accessing the internet with that device. Participants could choose more than one device. Two thirds of participants (68%) indicated smart phone as the device they use to access the internet, followed by 22% for computer, and 11% for laptops and tablet, respectively (Figure 7). Across all devices, the most common usage per week is one to four hours irrespective of device type. 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 “I do not use the internet”, “hours per week vary”, “listening to internet”, and “I only have access at the library or One Stop Center”.

**Figure 5. Demographic Information**  
Q. Migrate more than once a year?

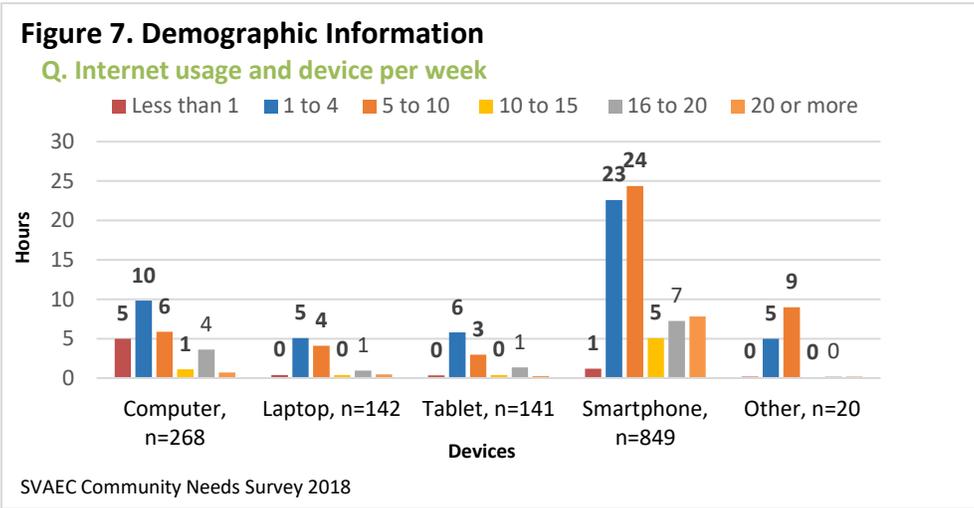


SVAEC Community Needs Survey 2018, n=1243

**Figure 6. Demographic Information**  
Q. Location of Internet Access

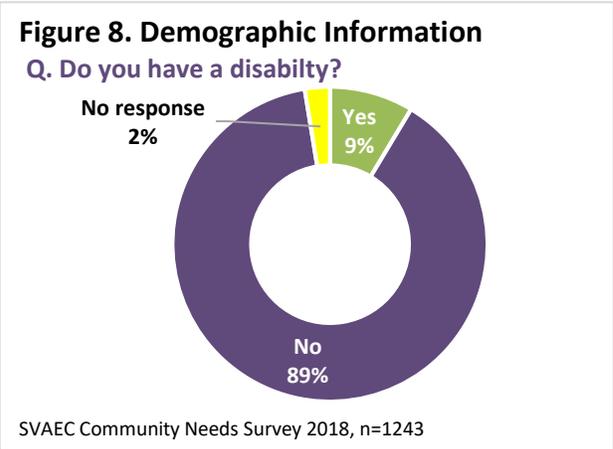


SVAEC Community Needs Survey 2018



**Disability**

Participants were asked if they have a disability. Nine percent of participants indicated “Yes” and nearly three percent of participants did not indicate an answer (Figure 8). Seventy-five respondents described their disability (Appendix Table 2). In many cases, participants described more than one disability. The most common description was related to the back, knee and diabetes.

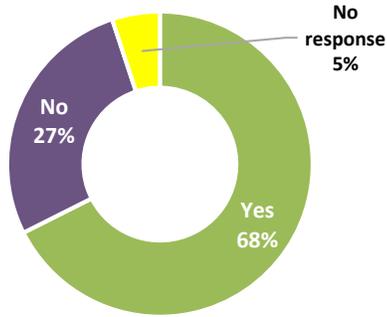


**Education outside the United States**

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 (Figure 9). Of those that indicated “Yes”, 54% identified a country. Fifty-two percent of those that indicated a country, indicated Mexico (Table 2). Among those that indicated attending school outside the United States, 48% attained an eight-grade education or below.

**Figure 9. Demographic Information**

**Q. Attended school *outside* the United States?**



SVAEC Community Needs Survey 2018, n=1243

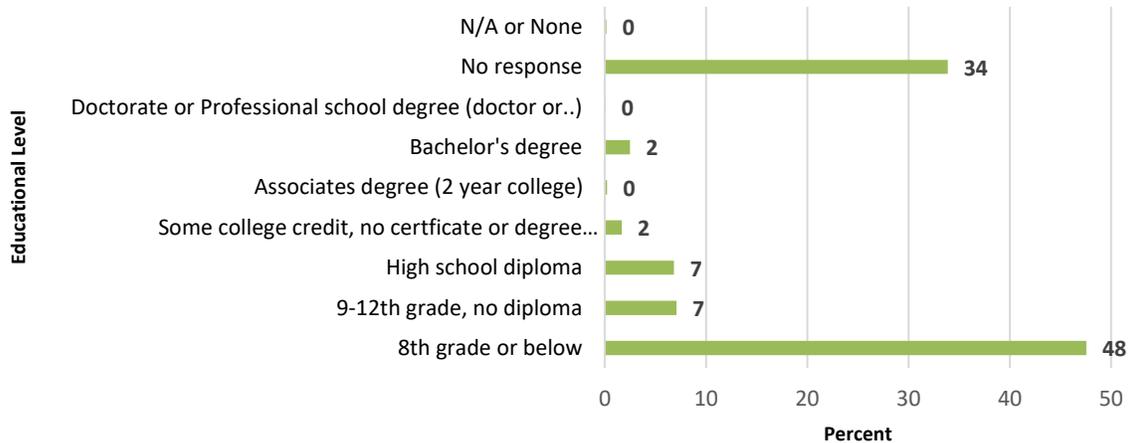
**Table 2. Attended school in a country *other than* the United States**

Response	Number of Responses	Percent of Participants
Alaska	1	<1%
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%
Overseas	1	<1%
Peru	1	<1%
Philippines	1	<1%
Santa Cruz	1	<1%
Ukraine	1	<1%
<b>Total</b>	<b>671</b>	<b>54%</b>

Percent rounded to the nearest whole number

**Figure 10. Demographic Information**

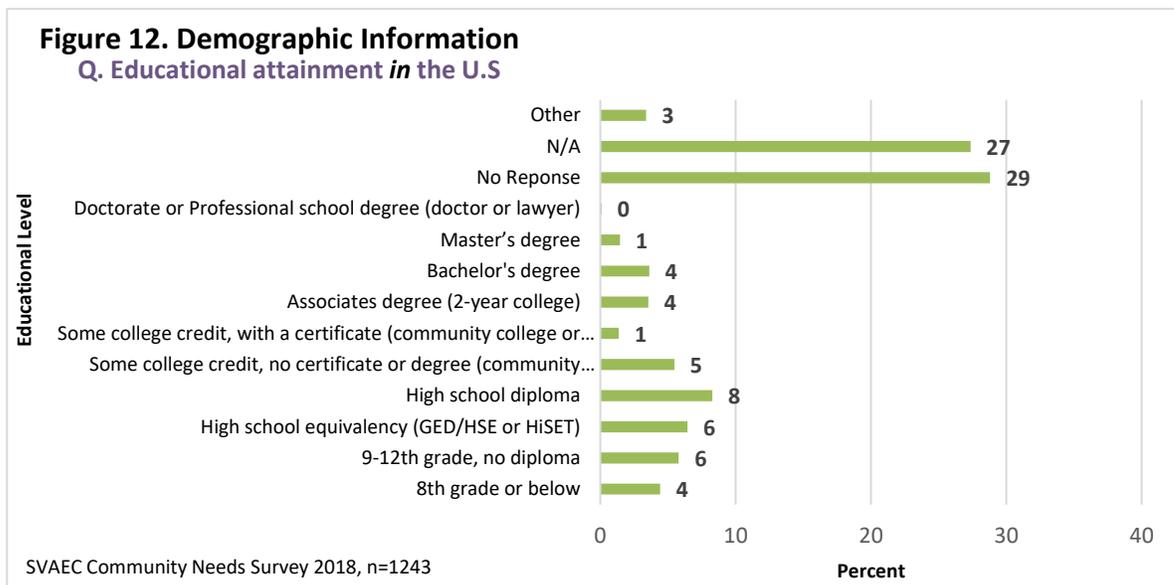
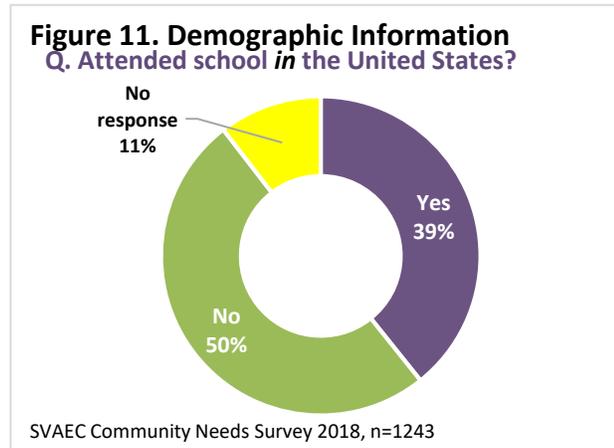
**Q. Educational attainment *outside* the U.S**



SVAEC Community Needs Survey 2018n, n=1243

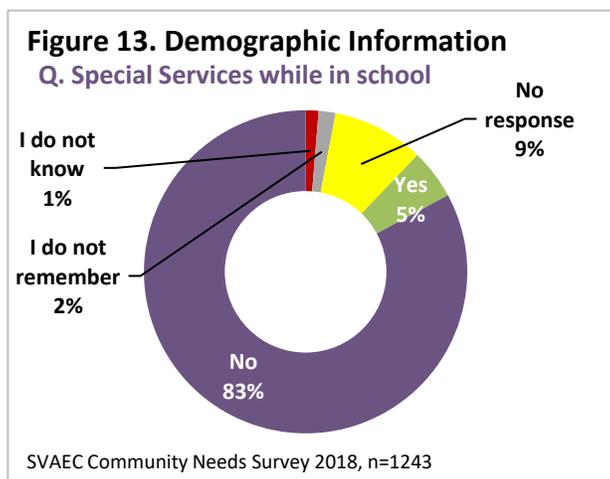
## Education *in* the United States

Participants were asked to indicate whether they attended school in the United States. Thirty nine percent of participants indicated they attended school in the United States (Figure 11). Among those that indicated attending school in the United States, “High School Diploma” received the highest number of responses— 8% of participants followed by six percent of participants that indicated “High School Equivalency” and “9-12<sup>th</sup> grade, no diploma” as their highest level of education in the United States (Figure 12).



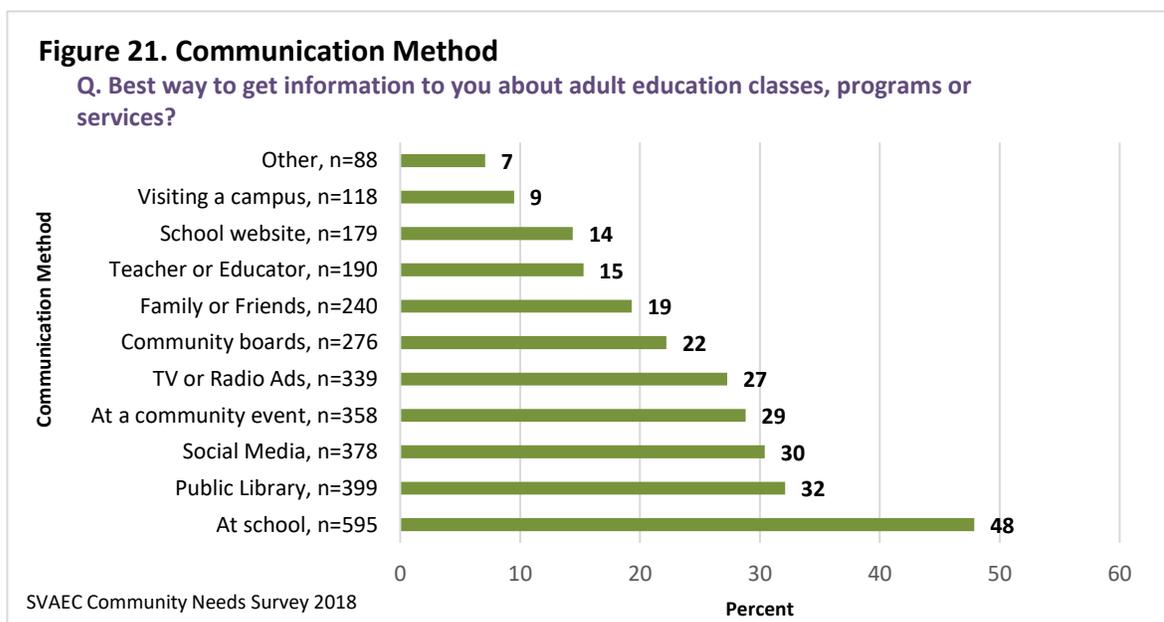
## Support Services for Students with Disabilities

Participants were asked to indicate whether they received special education services while in school. Participants were given the option to indicate “Yes”, “No” or “I do not know or remember”. Five percent of participants did receive services while in school (Figure 13).



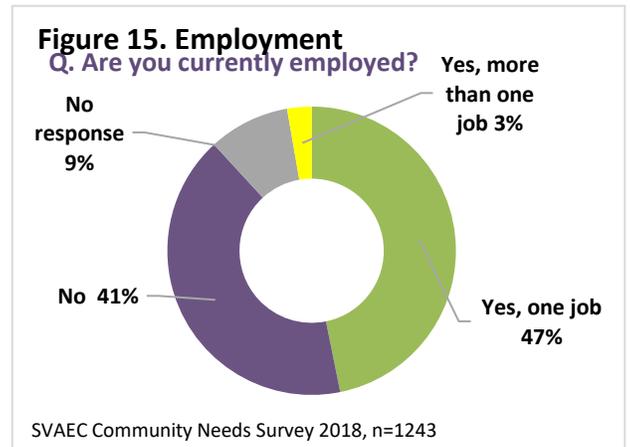
## Communication Method

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 (Figure 14). 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” (Appendix Table 3).



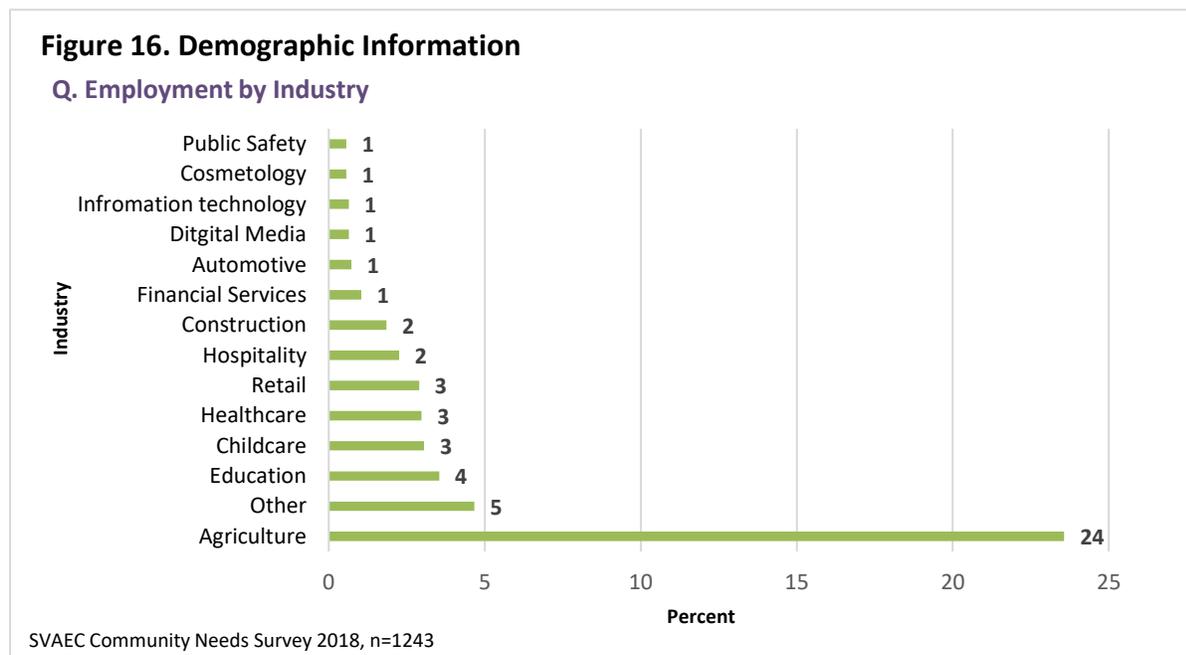
## Employment Status

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 (Figure 15).



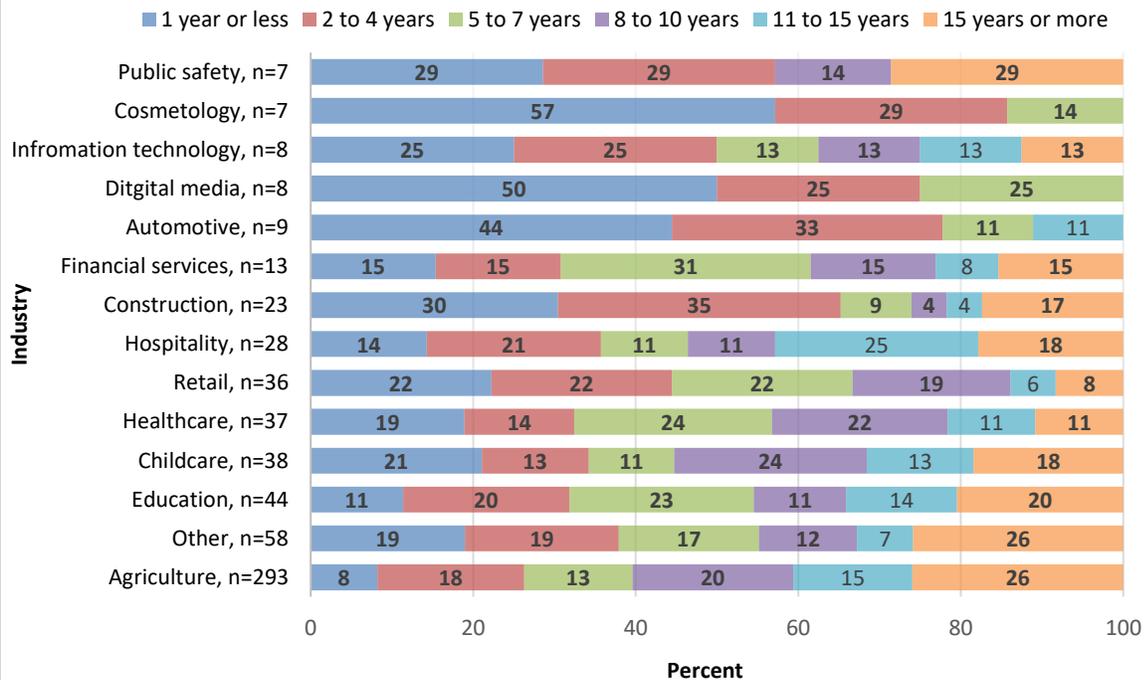
## Industry of Employment

Among the participants that indicated they were currently employed with one or more job, 24% indicated employment in Agriculture followed by 5% for Other and 4% for Education (Figure 16). Participants identified 18 “Other” industries not already listed (see Appendix Table 4). Examples of responses are “Government”, “Store”, and “Winery”. Among the participants that indicated they were currently employed in Agriculture and “Other”, 26% indicated the number of years of employment at “15 years or more” followed by 20% among respondents for Education (Figure 17). Among the participants that indicated employment in Cosmetology, 57% indicated the number of years of employment at “Less than 1 year” followed by 50% among respondents for Digital Media and 44% for Automotive.



**Figure 17. Demographic Information**

**Q. Years of employment by industry**



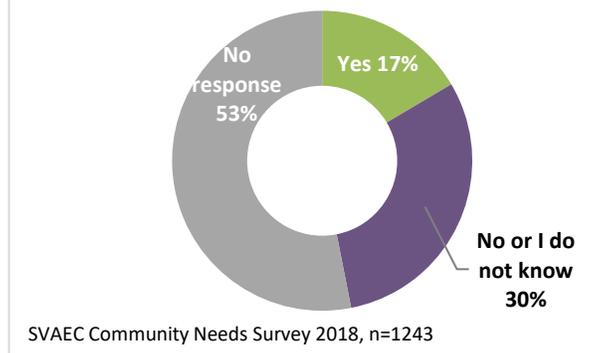
SVAEC Community Needs Survey 2018

**Job Requirements**

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” (Figure 18). 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 (Appendix Table 5).

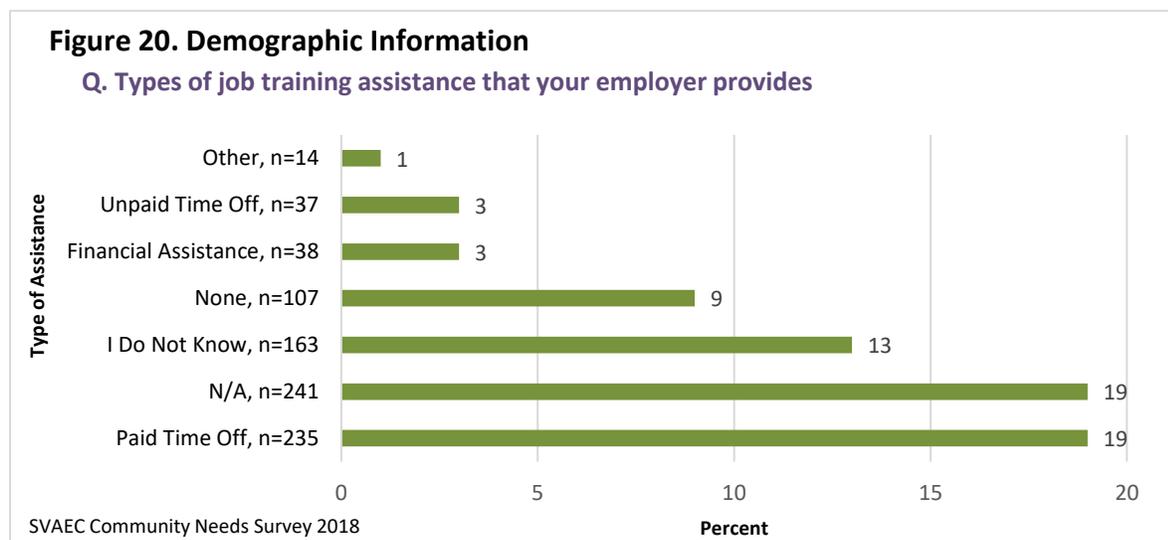
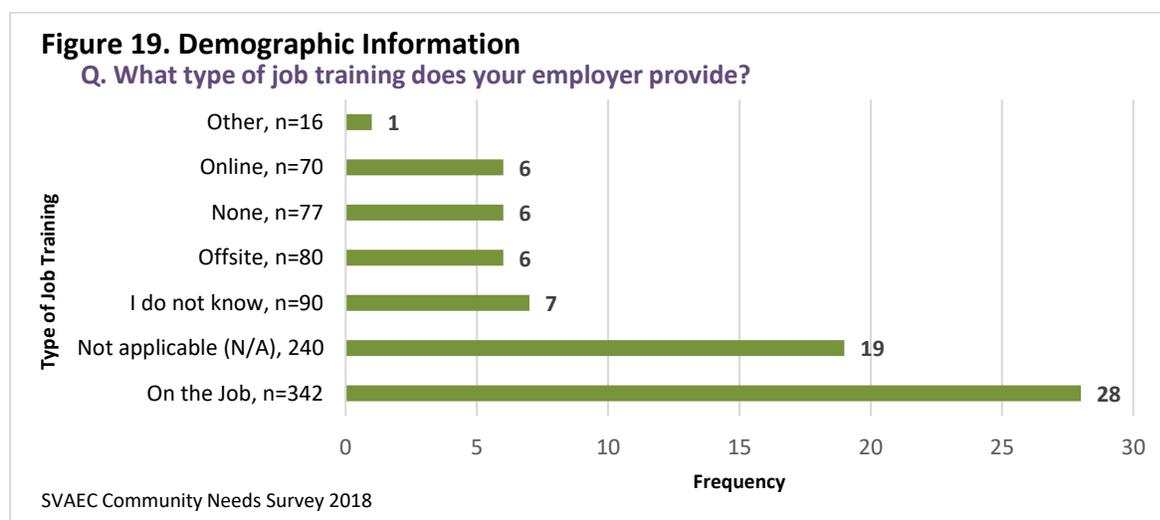
**Figure 17. Demographic Information**

**Q. Specific job requirements, certifications, licenses or training**



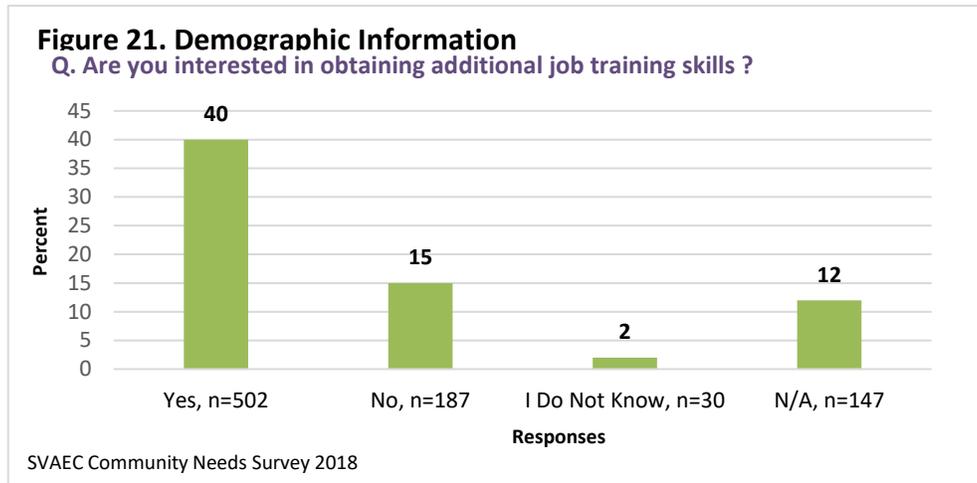
## Employer Provided Job Training and Assistance

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 6% each for “Offsite”, “Online” and “None” (Figure 19). Seven percent of participants indicated “I Do Not Know”. Nineteen percent of participants indicated “N/A” and 1% of participants indicated “Other”. Responses for “Other” include “Banquet set up”, “Certifications” and “First Aid” among others (Appendix Table 6). 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” (Figure 20). 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 (Appendix Table 7).



## Interest in Additional Job Training

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 (Figure 21). Fifteen percent indicated they were not interested followed by 2% that indicated “I do not know”. Twelve percent indicated “N/A” and 29% did not indicate a response. Of those that indicated interest, 49 location descriptions were provided (Appendix Table 8). Nine responses indicated “College/University” followed by 5 for “Community College/Jr. College” and 5 specifically identified Hartnell College.



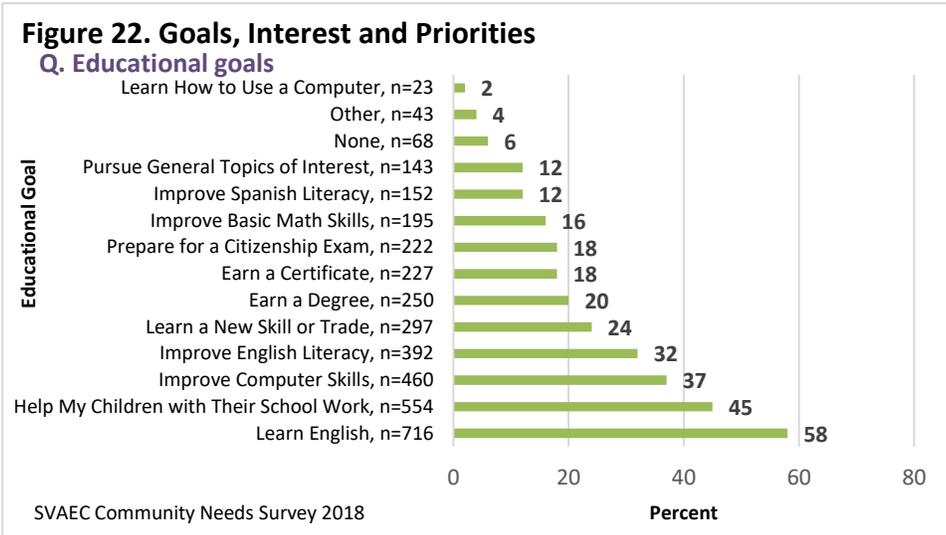
## SECTION II: Goals, Interests and Priorities

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The next section of the SVAEC Needs Survey asked participants a series of questions related to their goals, education-based skills or knowledge, interest in adult or career training classes, priority career goals, career-based skills, employment goals, availability, and instructional format preferences. More than half of the participants indicated learning English as an educational goal. Nearly half of participants indicated an interest in learning how to enroll at an adult school. More than half of participants are most interested in English as a Second Language (ESL) classes. Overall, most participants that indicated the “most interest” in adult education classes were aged 35 to 44 with the following exceptions; family literacy, Spanish literacy and basic skill math. For English as a Second Language and English literacy, the highest percentage of participants (26% and 20% respectively) that indicated “most interest” had an education level of high school equivalency. More than half of participants indicated their highest priority career goal is to “Get a Better Job”. Over a third of participants are most interested in taking Healthcare courses followed by Agriculture and Education. Participants showed similar interest for career training courses between those aged 25 to 34 and 35 to 44. One third of participants indicated Agriculture as the industry they would like to be employed in followed by Education and Healthcare. Participants are most available to take classes during winter months on Mondays and Fridays and in the evenings from 6pm to 7pm. Over half of participants prefer a classroom instructional format.

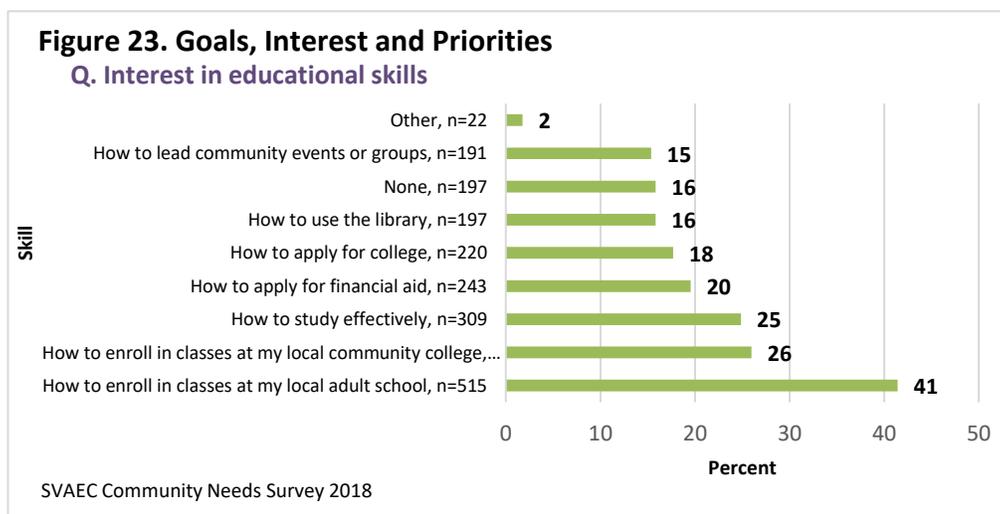
### Educational Goals

Fifty-eight percent of participants indicated “Learn English” as an education goal (Figure 22). Forty-five percent of participants indicated “Help my children with their school work” as an educational goal. Four percent of participants 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 9).



### Education Based Skills

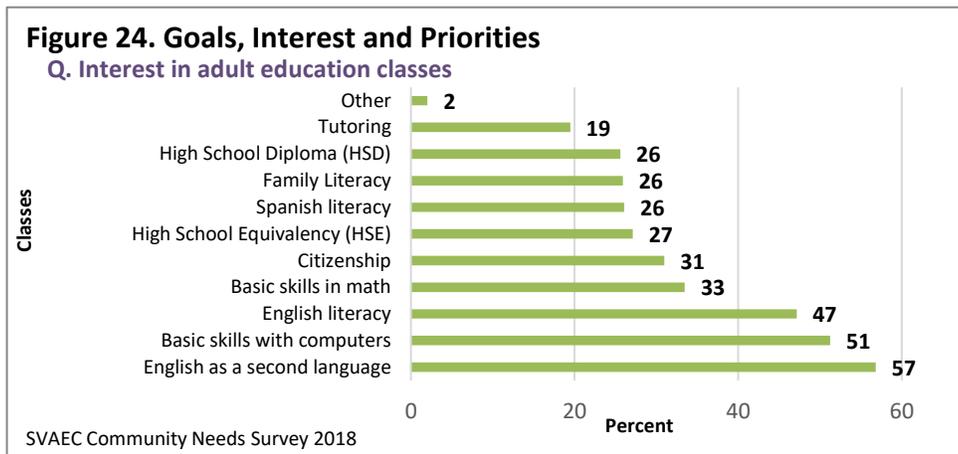
Forty-one percent of participants indicated they wanted to learn “How to enroll in classes at my local adult school” followed by 26% of participants that indicated “How to enroll in local the local community college” and 25% for “How to study effectively” (Figure 23). Of the 52 participants who indicated “Other” skill or knowledge, 23 provided a description. Responses ranged from becoming an advocate to helping their child enroll in college to “Computers” and “Scholarships” (Appendix Table 10).



### Adult Education Classes

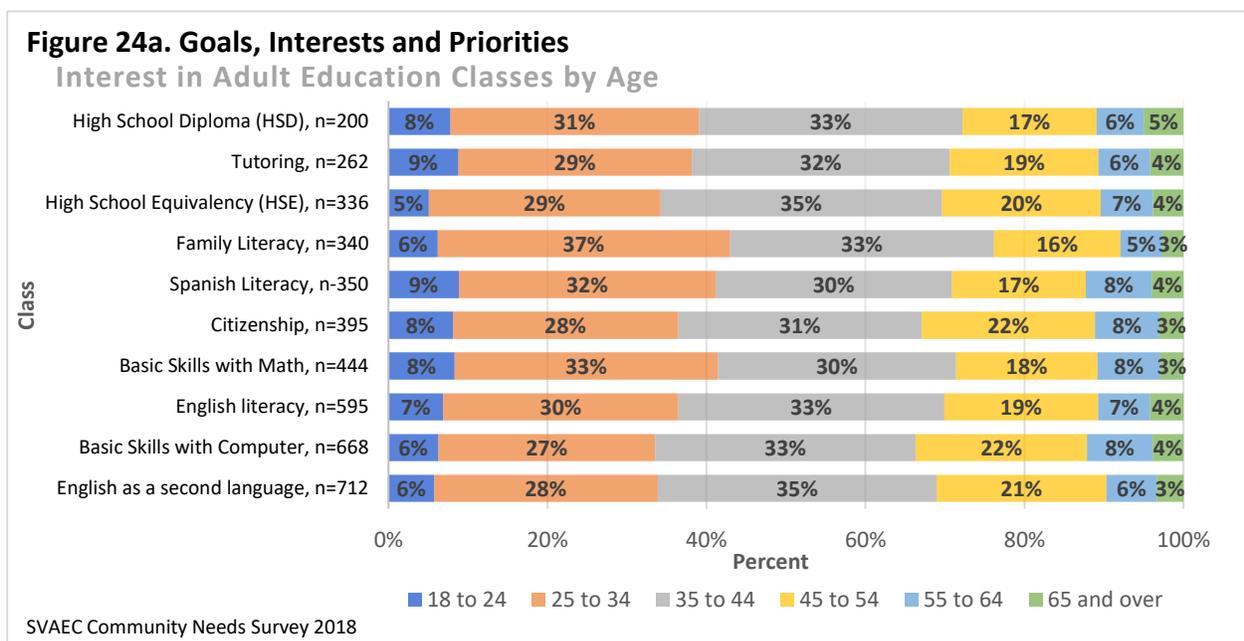
To gain a better understanding of interest in adult education classes, participants were asked to rate their level of interest from the following options: not at all interested, somewhat interested, very interested and extremely interested. The following describes the combined responses for very and extremely

interested as “most interest”. Fifty seven percent of participants indicated the “most interest” for English as a Second Language classes followed by 51% for Basic Skills Computer classes and 47% for English Literacy classes (Figure 24). Participants were provided an opportunity to indicate other classes they would like to take (Appendix Table 11). Interest in Excel, Financial Education and Spanish had more than one response.



### Adult Education Classes by Age

For each adult education class that was of ‘most interest’ to participants, those aged 35-44 and 25-34 comprised the largest percentage of those interested (20% to 35% and 28% to 37% respectively) (Figure 24a). For example, of those most interested in ESL, those aged 35 and 44 comprised 35% percent of the total.

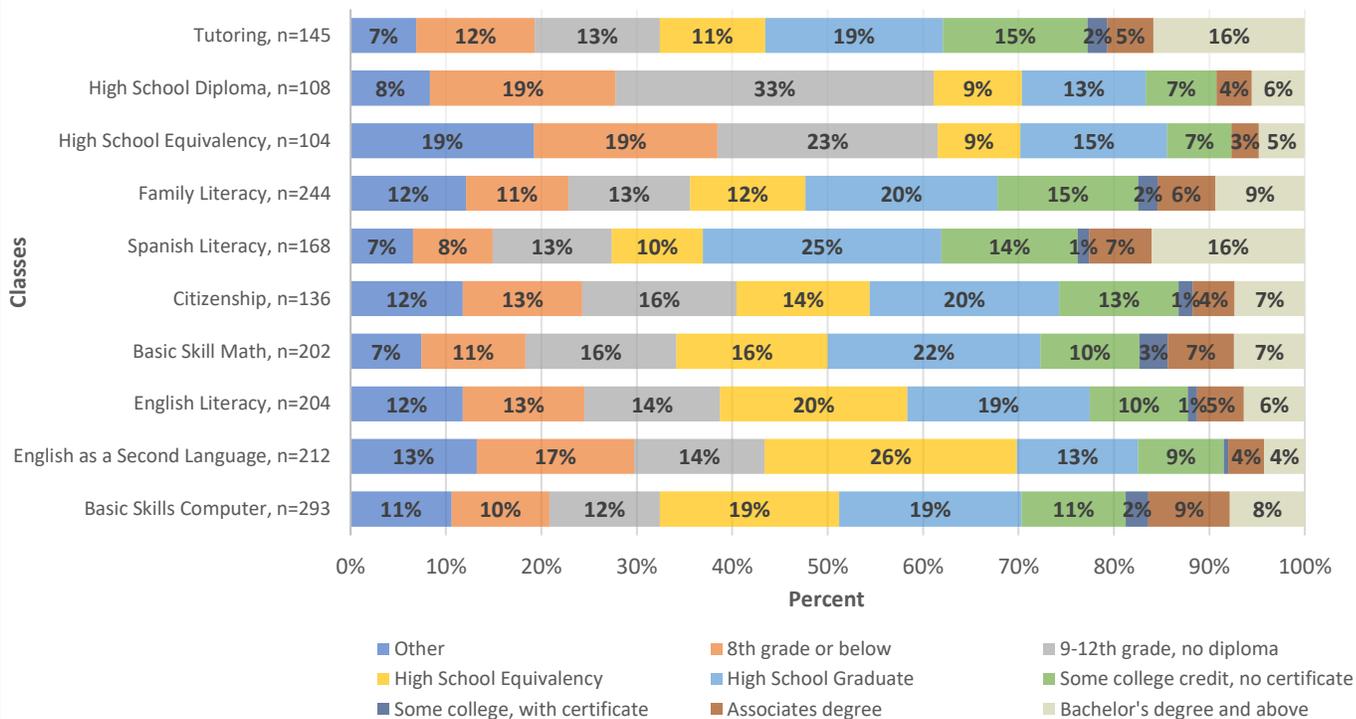


## Adult Education Classes by Education Level (U.S)

The following describes “most interest” in adult education classes by participants level of educational attainment in the United States. Summary of data excludes responses indicating “Not Applicable” and consolidates educational level at bachelor’s level and above into one category. For each program, the largest percentage of an educational level attained by participants varied (Figure 24b). For High School Equivalency and High School Diploma classes (23% and 33% respectively), the highest percentage of participants that indicated “most interest” had an educational level of 9<sup>th</sup> to 12<sup>th</sup> grade but no diploma. For Basic Skills Math, Citizenship, Spanish literacy, and Family literacy, the highest percentage of participants that indicated “most interest” had an education level of high school graduate (19%, 19%, 22%, 20% and 25% respectively). For English as a Second Language and English literacy, the highest percentage of participants (26% and 20% respectively) that indicated “most interest” had an education level of high school equivalency.

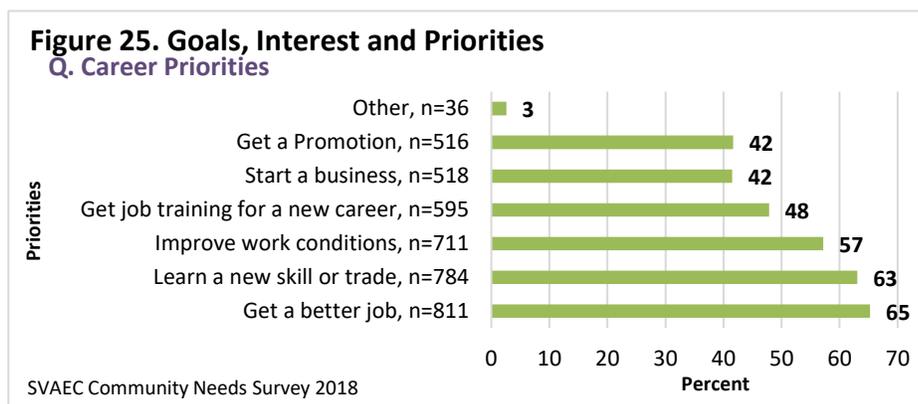
**Figure 24b. Goals, Interests, and Priorities**

Interest in Adult Education Classes by Participant Education Level (US)



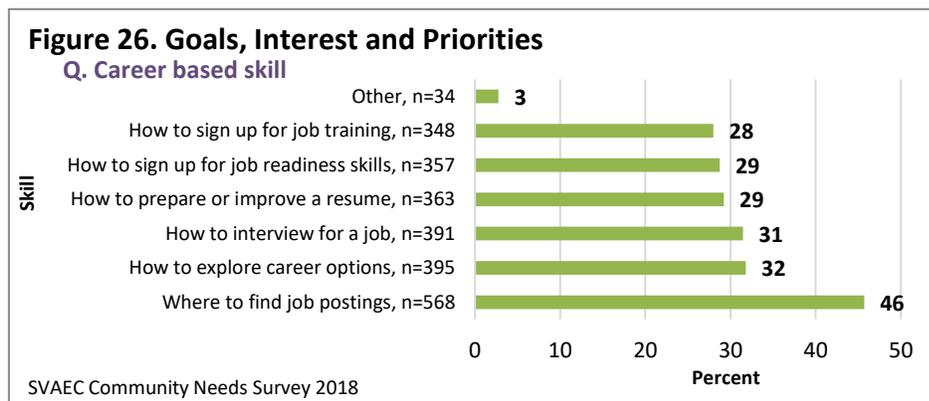
## Career Goals (by priority).

Participants were asked to indicate a level of priority for a set of career goals. Sixty five percent of participants indicated “Get a better job” as a career priority followed by 63% for “Learn a New Skill or Trade” and 57% “Improve Work Conditions” (Figure 25). The most common response for “Other” career goals is “N/A” followed by “I am happy where I am” and “Retiring” (see Appendix Table 12).



## Career Based Skills

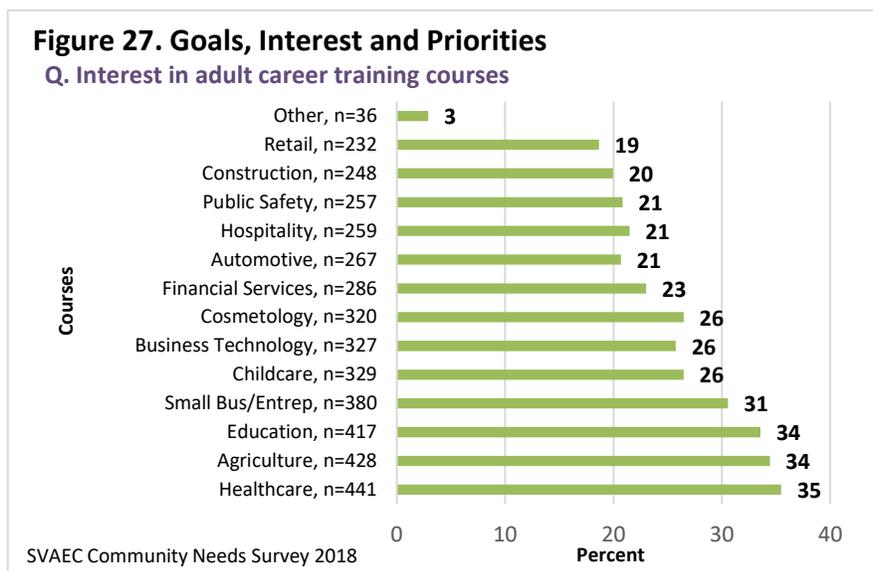
Participants were asked to indicate one or more career-based skill they would like to learn or improve on from a list of options. Among total participants, 46% indicated “Where to Find Job Postings” as a career-based skill, they would like to learn followed by 32% for “How to Explore Career Options” and 31% for “How to Interview for a Job” (Figure 26).



## Career Training Classes

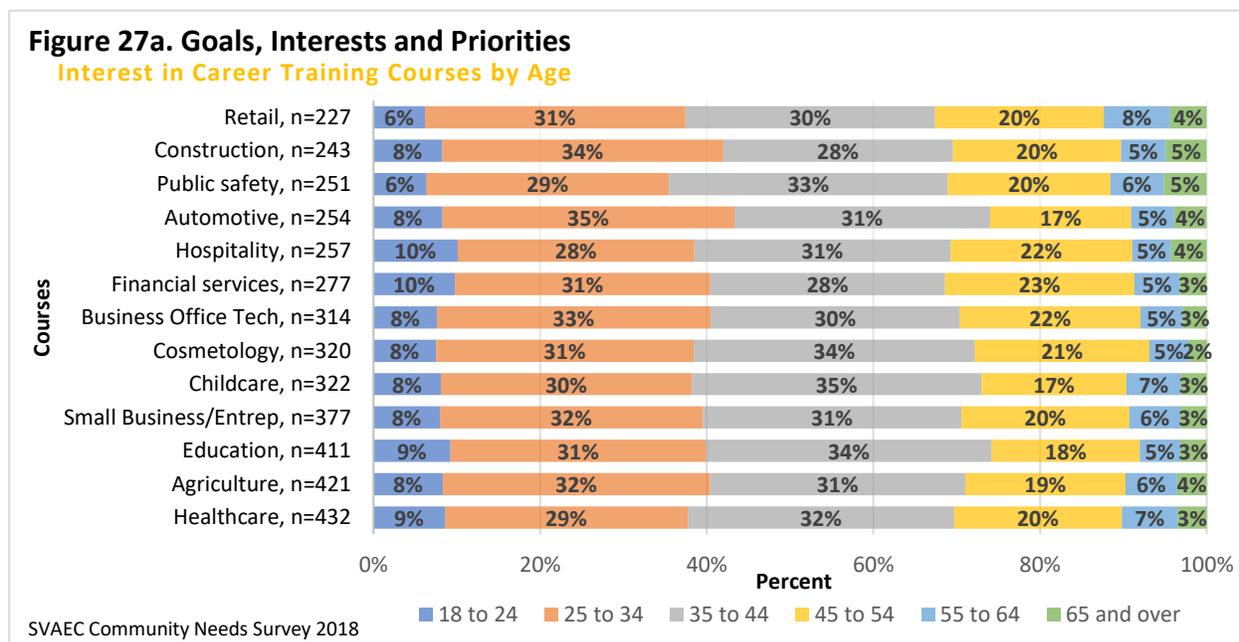
Participants were asked to indicate their level of interest in a variety of career training classes and programs. Thirty five percent of participants indicated they were most interested in taking Healthcare courses followed by 34% for Agriculture and 34% for Education (Figure 27). Respondents were provided an opportunity to indicate other career training courses they would be interested in taking. Forty-four

responses were provided, and they included Accounting, Cooking, Electrician, Graphic Design, Nutrition, Photography and Welding (see Appendix Table 13).



### Career Training Courses by Age

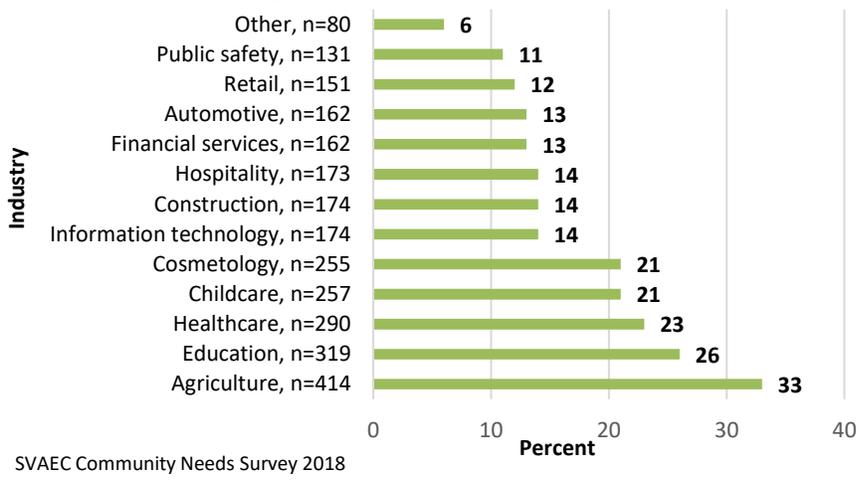
For each career education course that was of ‘most interest’ to participants, those aged 35-44 and 25-34 comprised the largest percentage of those interested (28% to 35% and 28% to 34% respectively) (Figure 27a). For example, of those most interested in Childcare courses, those aged 35 and 44 comprised 35% percent of the total. Additionally, of those most interested in Automotive courses, those aged 25 to 34 comprised 35% percent of the total (Figure 27a).





**Figure 28. Goals, Interest and Priorities**

**Q. Industry of employment preference**

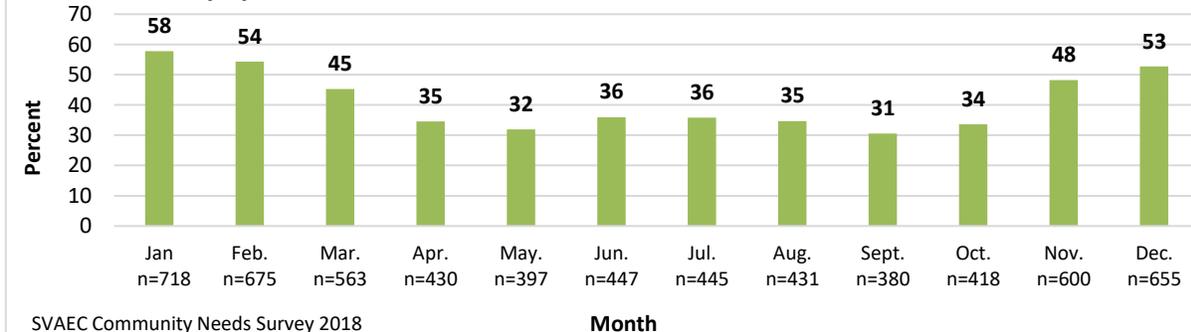


**Availability**

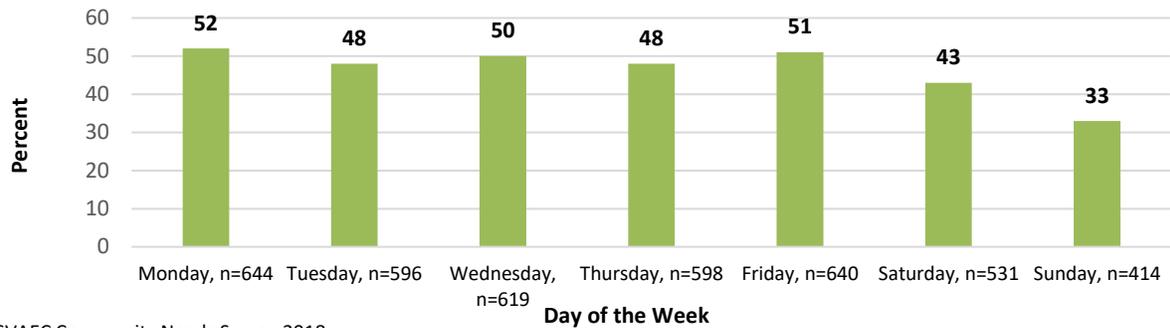
To gain a better understanding of community availability to take classes or courses, participants were asked to indicate months, days and times they are most available. The most common availability listed by participants was in the winter months—January, February and December. Fifty-eight percent of participants identified January as the month they are most available to take classes followed by February with 54% and December with 53% (Figure 29). Fifty-two percent of participants indicated Monday as the day of the week they are most available followed by 51% of participants that indicated Friday (Figure 30). Evenings from 6pm-7pm and 7pm-8pm are the times participants indicated they are most available—38% and 35% respectively (Figure 31).

**Figure 29. Goals, Interest and Priorities**

**Q. Availability by Month**

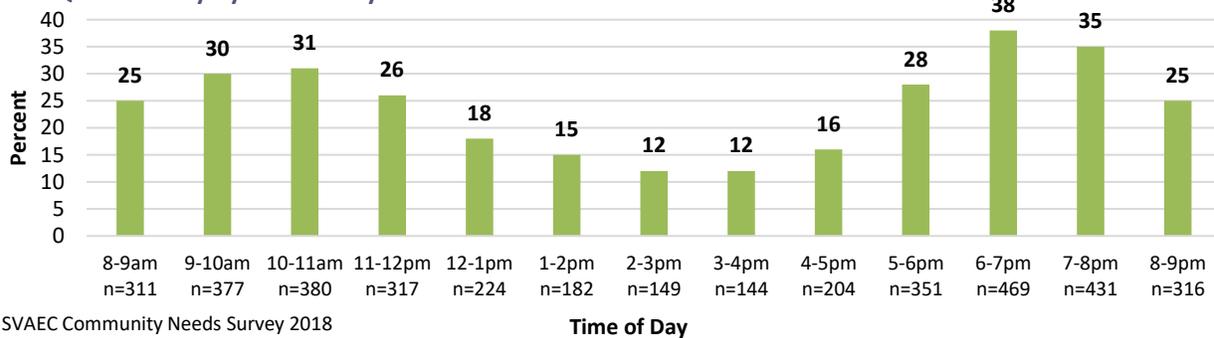


**Figure 30. Goals, Interest and Priorities**  
Q. Availability by Day of the Week



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**Figure 31. Goals, Interest and Priorities**  
Q. Availability by Time of Day

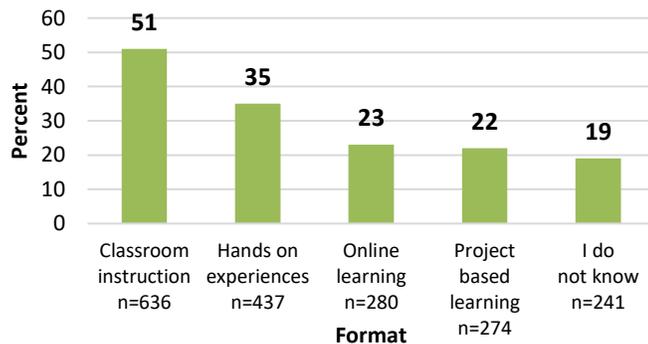


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### Preferred Instructional Format

Participants were asked to indicate instruction formats that work best for them including classroom instruction, project-based learning, hands on experiences, online learning. Fifty-one percent of participants indicated “Classroom Instruction” as a preferred instructional format followed by 35% for “Hands on Experiences” (Figure 32).

**Figure 32. Goals, Interest and Priorities**  
Q. Instructional Format



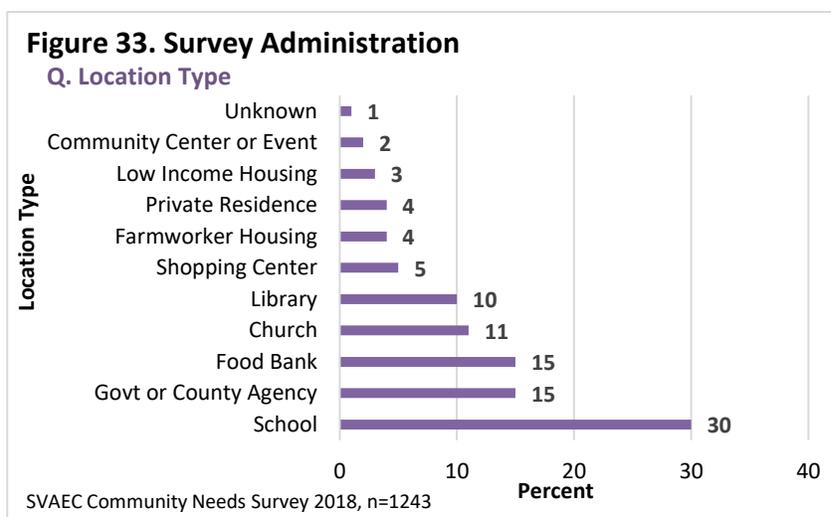
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## CONTACT INFORMATION

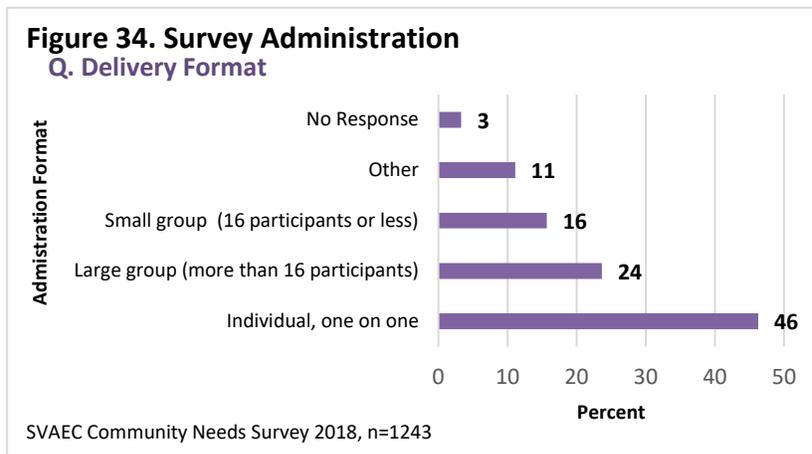
Participants were asked to share contact information if they wanted to receive additional information related to adult education or if they wanted to participate in a focus group regarding barriers to enrollment and completion of adult education classes, programs or services. Sixty-four percent of participants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

## SURVEY ADMINISTRATION

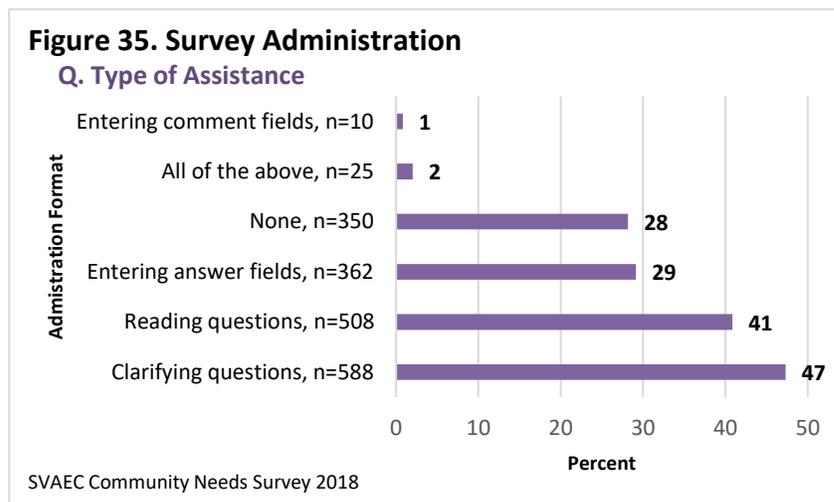
Surveys were gathered in the Salinas Valley at various public schools, employment and benefit centers, nonprofit organizations, churches, community centers, low income and farmworker housing, and shopping centers (Figure 33). Thirty percent of qualifying surveys were collected at participating public 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.



Three approaches were used to administer the survey: one on one, small group and large group. The approach depended on the location and setting. Individual or one on one administration represented 46% of all surveys collected (Figure 34). With all the administration formats, trust was a key component of participation.



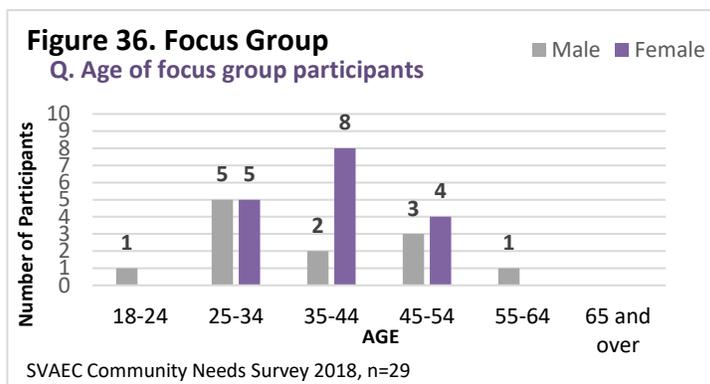
Survey participants had the option of receiving assistance with survey in the form of having questions read or clarified, entering answer fields or comment fields. Forty-seven percent of participants received assistance with clarifying questions and was the most common form of assistance that participants received (Table 35). Forty-one percent of participants received assistance reading questions and it was the second most common form of assistance provided to participants.



## 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 29 participants participated in a focus group or interview. Twelve male and seventeen female respondents ranging from 18 to 64 years of age participated in a focus group (Figure 36).



Participants were asked if they have ever been enrolled in adult education programs or services. If they answered yes, then they were asked if they experienced any barriers? We also asked participants to indicate any past barriers that prevented them from enrolling. The second question asked participants to indicate whether they are currently experiencing 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. They explained that by limiting students’ socializing time in class, students could use the time more wisely and make further progress in class. 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”.

When asked why they did not complete a class they were previously enrolled in, the most common response was conflicting work schedules. Participants indicated that either their work schedule changed or that their work season began, and they were unable to continue with the class. 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 Monday through Thursday from 6-7pm (right after dinner).

## RECOMMENDATIONS

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### ***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. SVAEC should also consider increasing access to ESL and Basic Computer classes. Participants indicated transportation and childcare as a barrier to enrollment which suggests that providing availability of classes in community centers such as public schools, churches and libraries may reduce the distance and time spend away from home.

### ***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. It may be the case that participants are seasonally unemployed and therefore more available to take classes during this time.

### ***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.

### ***Offer shorter term and more intense classes:***

Participants in the focus group shared an interest in increasing their progress towards learning by completing shorter term and 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 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 training.

### ***Increase childcare***

One of the most common responses provided that indicated barriers to entry or completion shared by participants was child care. Many adults are also parents of young children and need free or affordable childcare in order to successfully attend and complete adult education classes or career training courses. Further, many adults are working adults and as indicated in the survey are mostly available evenings when childcare may be more difficult to obtain. Adult education providers should offer onsite childcare or partner with childcare providers to offer accessible childcare

### ***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.

### ***Increase and expand targeted outreach efforts***

#### ***1. Increase outreach that informs***

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 these venues.

#### ***2. Increase outreach efforts that builds trust***

More than a third of the surveys collected were collected at local schools during Migrant education or English language learner parents' meetings. For many districts, these meetings not only provide information related to their child's education but also provide information related to other resources available to them in the community. Proctors observed a high level of trust between program coordinators and parents and we received high participation rates at these meetings. This format provides an excellent opportunity to provide context, answer questions and build a relationship with parents- a key component

in recruitment. Adult schools currently under utilize these parent meetings within their own district and should plan on integrating these meetings in any future outreach plans.

3. Increase outreach efforts for Spanish speakers with low literacy levels.

Two thirds of participants attended school in Mexico, with an education level of 8<sup>th</sup> 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.

4. Increase outreach efforts for Spanish speakers with low levels of educational attainment.

Two thirds of participants attended school in Mexico, with an education level of 8<sup>th</sup> grade or below and 75% indicated Spanish as their primary language. Nearly half of participants indicated an interest in learning or improving either education based or career-based skills (“How to enroll in adult classes or community college”, “Where to Find Job Postings” and “How to Interview for a Job”) you would typically be exposed to in middle and high school settings via counseling or outreach events. It may be necessary to expand outreach efforts beyond K-12 education system and reach adults in areas they may already be already be connected or receiving services. Outreach should be led by a person not only dissemination of print materials. Low literacy adults have shown a higher propensity to become informed on topics of interest when they are able to talk to someone rather than read print material.

5. Develop outreach efforts to target women 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, 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.

6. Consider mobile apps as a method of communication.

Most participants indicated using a Smartphone device to access the internet indicating they are more likely to respond to communications via mobile than on another device. They are likely to receive a communication more quickly than on their mobile phones. For rural areas with less internet accessibility, communicating via mobile device may continue to be a primary communication tool until internet accessibility is increased. However, internet access overall irrespective of device is relatively low—38% indicated average weekly internet usage at 1-4 hours followed by 22% indicating 5 to 8 hours and only 8%

indicating usage at or above 20 hours per week. It may be too early to increase online course offering at this time until accessibility and usage increases.

## RECOMMENDATIONS FOR PARTNERS

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### *Provide short term offerings during winter and summer months*

Most adult education providers work within a K-12 calendar year and may not be able to fully accommodate classes during school breaks such as winter, spring and summer. Breaks in classes also delay student skill advancement. Partners should consider working with the adult schools to offer classes for students temporarily displaced by school breaks. This includes sharing information on the level of the class, providing a site that is close to where students are already attending classes as well as inviting students directly. Once the break is complete students would transition back into their regular classes with no “loss” in skills.

### *Offer Adult Education presentations during parent or community meetings*

Adults and parents time are often very limited, and it is important to take advantage of existing ongoing meetings to share information of resources that are available. This method was utilized successfully during the administration of this survey. Attendees of the meeting were thankful and appreciative that the information was brought to them and presented by a person not just a flyer that was passed out. More importantly presentation formats allow for questions and clarification to take place a key component for expanding knowledge about programs and services offered.

# APPENDIX

## Appendix Tables

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
<b>Total</b>	<b>81</b>

SVAEC Community Needs Survey 2018

Disability Description	Number of Responses
Accident, Unspecified Injury	2
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
Diabetes	5
Difficulty Walking Temporarily Cannot Walk, Uses a Wheelchair	3
Difficulty Understanding	1
Dyslexia	4
Elbow injury or surgery	1
Epilepsy	1
Fiber Myalgia	1
Foot, Ankle Pain, Knee, leg or hip pain, injury or surgery	5
General Health Issues, Old Age, Disabled	3
Handicap on one side of my body	1
Heart Disease	1
Hearing loss or deafness	4
Injury or Surgery	10
Mental Health, Depression	4
Post-Traumatic Stress Disorder (PTSD)	3
Recent Surgery Unspecified/Recovering from Surgery	2
Shoulder Pain or Injury	3
Valley Fever	2
<b>Total</b>	<b>85</b>

SVAEC Community Needs Survey 2018

**Appendix Table 3. Number of Responses indicating “Other” methods to communicate to the community.**

“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, Post Office	12
N/A, Not Interested	4
Phone/Text Messages	1
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, Whats app	2
Work uniforms/Packing Companies	2
Yellow pages	1
<b>Total</b>	<b>91</b>
SVAEC Community Needs Survey 2018	

**Appendix Table 4. Number of responses indicating “Other” industry of employment**

“Other” Industry of Employment	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
<b>Total</b>	<b>18</b>
SVAEC Community Needs Survey 2018	

**Appendix Table 5. 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
Associate Assistant	1
B. A/B. S	9
Background check	1
Bus, Carpentry Training	1
Business license/Sales Training	2
CA Life Elementary	1
CBEST	1
Certificate/Managers certificate	4
Chemical Handling/Safety	2
Child care, Childhood Education, Pre School Teaching Permit, ECE	7
Cleaning chemical safety	1
CNA	3
Dialysis technician	1
Commercial license/DL	5
Computers	2
English	1
CPR/First Aid	6
ALICE	1
Drivers safety training, information security trainings	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/Insurance certificate/Notary/Real Estate Broker	4
Lettuce machine operator	1
License	3
M.A, M.A. library studies, M.A. Counseling with pps credential, Rehab	5
Medical, Medical Assistant Certificate	3
Music training- knowledge	1
Nurse/RN	1
Nutrition	2
Organization	1
Pesticides	3
Security	1
Teacher Credential	4
Tractor Driver/ATV License/Forklift/Class A/Trucker	7
<b>Total</b>	<b>110</b>

<b>Appendix Table 6. Number of responses indicating “Other” to employer provided job training</b>	
<b>“Other” employer provided job training</b>	<b>Number of Responses</b>
<b>Banquet set up</b>	1
<b>Certifications</b>	1
<b>First Aid</b>	1
<b>In the Office</b>	1
<b>Mandatory P.O.S.T. California</b>	1
<b>Onsite Professional Development, Classes and Online Training</b>	2
<b>None</b>	2
<b>Total</b>	9
SVAEC Community Needs Survey 2018	

<b>Appendix Table 7. Number of responses indicating “Other” to employer provided job training assistance</b>	
<b>Other</b>	<b>Number of Responses</b>
<b>\$1,000/year</b>	1
<b>Paid Time to watch online videos</b>	1
<b>Security awareness training</b>	1
<b>They send us to other locations</b>	1
<b>They will pay if you to go school for business</b>	1
<b>Total</b>	5
SVAEC Community Needs Survey 2018	

<b>Appendix Table 8. Number of responses indicating where participants plan on obtaining additional job training</b>	
<b>Location</b>	<b>Number of Responses</b>
<b>Adult School</b>	2
<b>Anywhere</b>	1
<b>At the City</b>	1
<b>Attending Trainings</b>	1
<b>Castroville</b>	1
<b>CET</b>	1
<b>College/University</b>	9
<b>Community College/Jr. College</b>	5
<b>Locally</b>	1
<b>Hartnell</b>	5
<b>I am Not Sure/I Do Not Know</b>	6
<b>King City</b>	1
<b>Library</b>	1
<b>MCOE</b>	1
<b>Monterey Peninsula College</b>	1
<b>Public Sector</b>	1
<b>Online</b>	1
<b>SAS</b>	1
<b>Salinas Adult School</b>	1
<b>School</b>	5
<b>Soledad</b>	2
<b>Where its offered</b>	1
<b>Total</b>	49
SVAEC Community Needs Survey 2018	

<b>Appendix Table 9. Number of responses indicating “Other” educational goal</b>	
<b>Educational Goal</b>	<b>Number of Responses</b>
<b>Attend Bible School</b>	1
<b>BA</b>	1
<b>Become a Licensed Electrician, Nurse or Painter</b>	3
<b>Childcare</b>	2
<b>Diploma</b>	2
<b>Finish Elementary School</b>	1
<b>GED</b>	2
<b>Get a Teaching Credential</b>	1
<b>Go Back to School</b>	1
<b>Help my Grandchildren</b>	1
<b>Improve Word Processing Skills</b>	1
<b>Law Doctorate</b>	1
<b>Learn Activities that I Can Do with Kids</b>	1
<b>Learn a Hobby, How to Bake, Photography, Sign Language</b>	4
<b>Master’s Degree</b>	4
<b>More Electricity classes</b>	1
<b>Not Right Now</b>	1
<b>Nurse</b>	1
<b>Photograph, Graphic Design</b>	2
<b>Political Science, Sociology</b>	2
<b>Retired</b>	1
<b>Revalidate my Education in Mexico so that I can become a teacher in the US</b>	1
<b>Start a Business</b>	1
<b>Self-improvement Classes</b>	3
<b>Social Work</b>	1
<b>Strengthen Knowledge in my Current Profession</b>	1
<b>Study Medicine</b>	1
<b>Teach others</b>	1
<b>Total</b>	<b>43</b>
SVAEC Community Needs Survey 2018	

**Appendix Table 10. Number of responses indicating “Other” educational-based skill or knowledge**

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

SVAEC Community Needs Survey 2018

**Appendix Table 11. Number of responses indicating interest in “other” adult classes**

<b>“Other” Adult Classes</b>	<b>Number of Responses</b>
<b>Advanced Computer Skills, Excel</b>	3
<b>Business Services</b>	1
<b>Complete Diploma and master’s from home</b>	1
<b>Continue my Education by obtaining additional degrees or masters</b>	1
<b>Dance or Music</b>	1
<b>Domestic Services</b>	1
<b>Environmental Classes</b>	1
<b>Family Counseling</b>	1
<b>Financial Education/Responsibility</b>	2
<b>German/Spanish</b>	3
<b>I want to learn all these things and more</b>	1
<b>I would like to see these in place for others</b>	1
<b>Leadership</b>	1
<b>Local Projects</b>	1
<b>Massage and Holistic</b>	2
<b>Nutrition</b>	1
<b>Organization</b>	1
<b>Parent Classes</b>	1
<b>Photography</b>	1
<b>Resume and Interview</b>	1
<b>Sewing</b>	1
<b>We need tutoring centers</b>	1
<b>N/A, In too much pain to take classes</b>	6
<b>Total</b>	<b>34</b>
SVAEC Community Needs Survey 2018	

**Appendix Table 12. Number of responses indication “Other” priority career goals**

<b>“Other” responses for priority career goals</b>	<b>Number of Responses</b>
<b>All these apply. I have a master’s degree, but I am fleeing 20+ years of Domestic Violence</b>	1
<b>Depends on the situation</b>	1
<b>Get a better job where one can feel comfortable</b>	1
<b>Help my kids get to college</b>	1
<b>I am happy with the work /current career I have</b>	4
<b>I prefer my church to go back to school</b>	1
<b>I would like to find a better job than working in the fields</b>	1
<b>I would like to have a business I can run from home</b>	1
<b>I would like to learn everything there is to know about makeup and embalming</b>	1
<b>I'm already employed</b>	1
<b>In a health program now for 2years</b>	1
<b>Learn English, Spanish</b>	2
<b>N/A</b>	5
<b>None</b>	1
<b>Not right now, maybe in the future</b>	1
<b>Retired or retiring soon</b>	4
<b>Welding, Construction, Automatic</b>	1
<b>Work in an office</b>	1
<b>Total</b>	<b>29</b>
SVAEC Community Needs Survey 2018	

<b>“Other” career training classes and programs</b>	<b>Number of Responses</b>
<b>Accounting/Finance</b>	3
<b>Animal Care/Training</b>	1
<b>Cooking Classes</b>	2
<b>Broadcasting/Communications (AM)</b>	1
<b>Community Leadership and Activism</b>	2
<b>Electrician*</b>	2
<b>Engineering</b>	1
<b>Excel and other basic computer programs</b>	1
<b>Eyewear</b>	1
<b>Fashion</b>	1
<b>Food Handling</b>	1
<b>Government Job Training</b>	1
<b>Graphic Design*/Photography/Videography</b>	5
<b>Holistic Health, Healing, Massage</b>	2
<b>Home Economics</b>	1
<b>Journalism</b>	1
<b>Landscaping</b>	1
<b>Leadership</b>	1
<b>Nutrition</b>	2
<b>Peace Officer</b>	1
<b>Public Speaking</b>	1
<b>Self Help</b>	1
<b>Sewing</b>	1
<b>Social Work</b>	1
<b>Transferring Your Child into College</b>	1
<b>Transportation</b>	1
<b>Water Treatment</b>	1
<b>Welding, Soldering</b>	3
<b>Total</b>	<b>44</b>
SVAEC Community Needs Survey 2018	

**Appendix Table 14. Number of responses indicating “Other” industries of preferred employment**

<b>“Other” Preferred Industries of Employment</b>	<b>No. of Responses</b>
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
<b>Total</b>	<b>83</b>

SVAEC Community Needs Survey 2018

<b>Appendix Table 15. Additional Comments</b>	
<b>Comments</b>	<b>Number of Responses</b>
<b>30 - Public library</b>	1
<b>At the moment I am not interested maybe another time</b>	1
<b>Can't get out, on a wheelchair</b>	1
<b>Computer classes on Saturdays</b>	1
<b>Everything you are offering is good.</b>	1
<b>For Gonzales parents</b>	1
<b>Friend found it difficult to enroll was given paper in English, but he only speaks Spanish sign up for ESL.</b>	1
<b>GED</b>	1
<b>Good information</b>	2
<b>Good luck</b>	1
<b>Have classes here after 5pm.</b>	1
<b>Help us get better jobs.</b>	1
<b>How to get information</b>	1
<b>I am interested in ESL, health and how to help my children. Hopefully classes will</b>	1
<b>I am interested in GED</b>	1
<b>I am interested in starting my own business</b>	1
<b>I am very interested in learning English</b>	1
<b>I hope you continue with these surveys</b>	1
<b>I like how you showed us all the programs and classes, thank you!</b>	1
<b>I liked everything, but I do not have the time, thank you</b>	1
<b>I loved the information and I would like another presentation to get more information</b>	1
<b>I prefer evenings</b>	2
<b>I want to learn how to weld and electric as well</b>	1
<b>I want to sign up for English classes</b>	1
<b>I would like for classes to be in Greenfield</b>	1
<b>I would like for the classes to be accessible to all</b>	1
<b>I would like to learn about driving laws</b>	1
<b>If there is childcare, call me please</b>	1
<b>In the evenings after 5pm</b>	1
<b>It is important to have these programs and for us parents to get more training</b>	1
<b>It was a little long</b>	1
<b>It was very interesting, thank you!</b>	1
<b>It would be great to have a program to learn new things</b>	1
<b>It would be great to offer something for parents with children with special needs</b>	1
<b>Janitor at school, revive by mail.com</b>	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 feeds 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 feeds go higher, intend helping the, our community prevail with their Cost. I personally	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
<b>Total</b>	<b>66</b>

SVAEC Community Needs Survey 2018

<b>Table 30a. Q38-Number of participants by location type.</b>		
<b>Location Type</b>	<b>Number of Responses</b>	<b>Percent Participants</b>
<b>Schools</b>	375	30
<b>Food Bank</b>	183	15
<b>Government or County Agency</b>	188	15
<b>Churches</b>	138	11
<b>Libraries</b>	124	10
<b>Shopping Center</b>	60	5
<b>Farmworker Housing</b>	48	4
<b>Private Residence</b>	44	4
<b>Low Income Housing</b>	43	3
<b>Community Center or Event</b>	29	2
<b>Unknown</b>	11	1
<b>Total</b>	<b>1,243</b>	<b>100</b>
Percent rounded to the nearest whole number		

5 yr Estimate: 2011-16 (2018)  
 Monterey County  
 Salinas Valley  
 Salinas Union High School District  
 North Monterey County Unified School District  
 Gonzales Unified School District  
 SMCJUSD  
 Soledad Unified School District

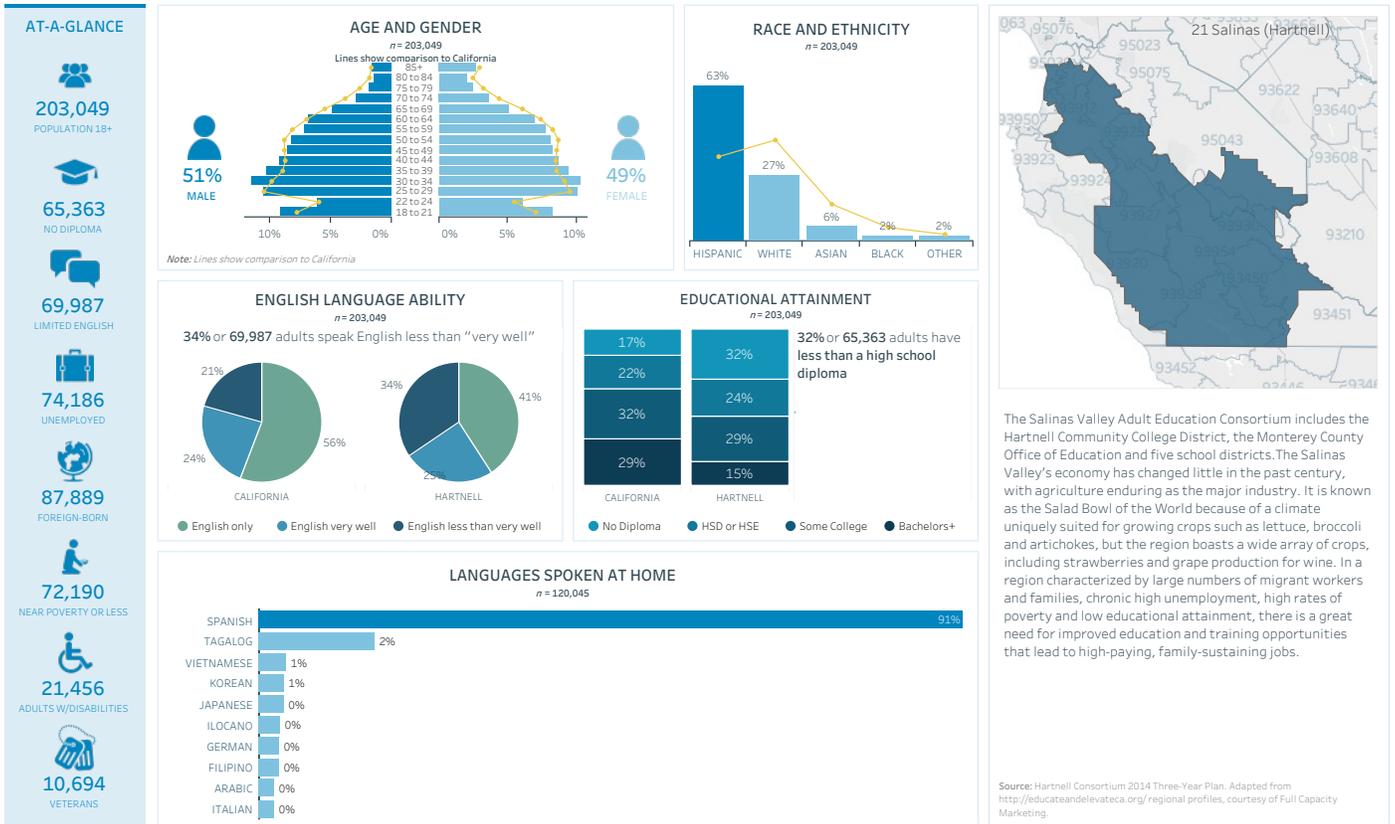
Population 18 and over			Limited English Households			Educational Attainment: adult population 18 and over with HS or less			Population 16 and over unemployed			Number of Families in Poverty			Adult Literacy: 25+ with less than 9th grade			Non US Citizen			Adults with Disabilities (AWD)		
Total Population	Population 18+	% of Pop 18+	Total No. Households	No. Limited English Households	% of LEH	Total Population 18 and over (combined)	No. with HS or less	% of HS or less	Total, Population 16 years and over	Population 16 years and over	% 16 and over unemployed	Total No of Families	Total No of Families in Poverty	% of Families in Poverty	Population 25+ less than 9th grade	Population 25+ with less than 9th grade	% Population 25+ with less than 9th grade	Total Population	Total Non US Citizens	% Total Non US Citizens	With a disability; Estimate; Total civilian noninstitutionalized population	With a disability; Estimate; Total civilian noninstitutionalized population	% with a disability
430,201	316,198	74%	125,916	17,117	14%	316,312	92,047	29%	328,047	22,635	6.9%	9,115	1,212	12%	270,496	52,473	19%	430,201	93,232	22%	430,201	37,848	9%
332,182	232,093	70%	84,497	15,256	18%	232,078	89,388	39%	243,041	19,877	8.2%	68,311	11,362	17%	194,895	50,889	26%	332,182	85,406	26%	330,781	25,261	8%
175,612	123,455	70%	47,472	8,867	19%	123,470	45,560	37%	128,868	9,021	7.0%	37,325	5,487	15%	104,459	27,677	26%	175,612	47,372	27%	175,612	13,518	8%
27,833	20,402	73%	7,873	1,228	16%	20,397	5,956	29%	21,189	1,759	8.3%	6,561	709	11%	17,848	3,520	20%	27,833	5,819	21%	27,833	2,570	9%
9,546	6,109	64%	2,250	462	21%	6,107	2,962	49%	6,408	173	2.7%	1,944	402	21%	5,188	1,469	28%	9,546	2,686	28%	9,546	455	5%
92,655	61,668	67%	22,718	3,799	17%	61,657	25,770	42%	65,553	7,264	11.1%	18,958	4,232	22%	49,421	13,599	28%	92,655	23,349	25%	91,254	7,272	8%
26,536	20,459	77%	4,184	900	22%	20,447	9,140	45%	21,023	1,661	7.9%	3,523	532	15%	17,979	4,624	26%	26,536	6,180	23%	26,536	1,446	5%

5 yr Estimate: 2012-17 (2019)  
 Monterey County  
 Salinas Valley  
 Salinas Union High School District  
 North Monterey County Unified School District  
 Gonzales Unified School District  
 SMCJUSD  
 Soledad Unified School District

Population 18 and over			Limited English Households			Educational Attainment: adult population 18 and over with HS or less			Population 16 and over unemployed			Number of Families in Poverty			Adult Literacy: 25+ with less than 9th grade			Non US Citizen			Adults with Disabilities (AWD)		
Total Population	Population 18+	% of Pop 18+	Total No. Households	No. Limited English Households	% of LEH	Total Population 18 and over (combined)	No. with HS or less	% of HS or less	Total, Population 16 years and over	Population 16 years and over	% 16 and over unemployed	Total No of Families	Total No of Families in Poverty	% of Families in Poverty	Population 25+ less than 9th grade	Population 25+ with less than 9th grade	% Population 25+ with less than 9th grade	Total Population	Total Non US Citizens	% Total Non US Citizens	With a disability; Estimate; Total civilian noninstitutionalized population	With a disability; Estimate; Total civilian noninstitutionalized population	% with a disability
428,441	315,052	74%	125,402	17,312	14%	315,052	156,849	50%	326,799	27,451	8%	9,091	11,819	13%	268,809	51,797	19%	404,922	84,690	21%	410,004	36,922	9%
295,091	206,742	70%	74,654	14,948	20%	206,742	126,241	61%	215,923	19,875	9%	59,692	9,830	16%	174,274	46,101	26%	276,286	69,914	25%	302,956	23,357	8%
174,751	122,270	70%	47,889	9,150	19%	122,270	71,074	58%	127,937	10,875	9%	37,332	5,786	16%	103,576	26,836	26%	164,213	42,014	26%	173,039	13,365	8%
27,353	20,119	74%	7,834	1,007	13%	20,119	11,154	55%	20,888	1,775	9%	6,372	739	12%	17,219	3,286	19%	27,303	4,112	15%	27,353	2,629	10%
9,442	5,952	63%	2,260	506	22%	5,952	4,127	69%	6,238	237	4%	1,974	432	22%	5,078	1,491	29%	9,442	2,348	27%	9,442	362	4%
56,732	37,224	66%	12,810	3,263	25%	37,224	25,270	68%	39,137	4,490	11%	10,624	2,228	21.0%	29,855	9,817	33%	56,732	14,149	30%	55,478	4,105	7%
26,813	21,177	79%	3,861	1,022	26%	21,177	14,616	69%	21,723	2,498	12%	3,390	644	19%	18,546	4,671	25%	28,566	7,291	26%	28,566	2,896	10%

# Regional Demographics <sup>17</sup>

21 SALINAS VALLEY ADULT EDUCATION CONSORTIUM



Looking for **Student Progress** data? **Access to the LaunchBoard Adult Education Data Pipeline is now open to the public**, meaning that any consortium member, regardless of whether its institution has an MOU with CalPASS, can access consortium- or institution-level data for planning and program improvement.

## LaunchBoard Adult Education Data Pipeline



Source: U.S. Census. 2013 - 2017 American Community Survey Public Use Microdata Sample (PUMS).

**SVAEC Student Data 2018-19 Q1-Q3\*****DEMOGRAPHICS**

Social Security Number	Total #	%
Has SSN	343	7%
No SSN	4286	93%
<b>Total</b>	<b>4629</b>	

Age	Total #	%
Ages 18-24	1017	22%
Ages 25-34	1426	30%
Ages 35 -44	1158	25%
Ages 45 - 54	610	13%
Ages 55 -64	232	5%
Ages 65 and up	87	2%
N/A	99	2%
<b>Total</b>	<b>4629</b>	

Program	Total #	%
ABE	713	15%
ESL/ELL	2,055	44%
Citizenship	102	2%
High School Diploma	502	11%
HSE	1040	22%
CTE	130	3%
Workforce Readiness	522	11%
Adults w/Disabilities	162	4%
Pre-Apprenticeship	0	0%
Adults supporting	199	4%
<b>Total (Duplicated)</b>	<b>5425</b>	

Highest School Year	Total #	%
Under 6	404	9%
6 - 8	815	18%
9 - 10	846	18%
11	655	14%
12	1006	22%
13+	335	7%
N/A	568	12%
<b>Total</b>	<b>4629</b>	

School Outside of the US	Total #	%
Yes	1774	38%
No	1755	38%
N/A	1100	24%
<b>Total</b>	<b>4629</b>	

Ethnicity	Total #	%
Hispanic	4123	89%
Non-Hispanic	376	8%
N/A	130	3%
<b>Total</b>	<b>4629</b>	

**BARRIERS**

Barriers	Total #	%
Cultural Barriers	163	2%
Disabled	194	2%
Displaced Homemaker	352	4%
English Language Learner	1906	23%
Ex-offender	432	5%
Foster Care Youth	58	1%
Homeless	66	1%
Long-term Unemployed	409	5%
Low-income	1924	24%
Low level of literacy	276	3%
Migrant & Seasonal Farmworker	577	7%
Seasonal Farmworker	508	6%
Single Parent	475	6%
No TANF in 2 Years or Less	2	0%
No Barriers	825	10%
<b>Total (duplicated)</b>	<b>8167</b>	

Students with no barriers	825	13%
Students with 1 barrier	1150	19%
Students with 2 barriers	873	14%
Students with 4 barriers	681	11%
Students with 5 barriers	341	6%
Students with 6 barriers	125	2%
Students with 7 barriers	50	1%
Students with 8 barriers	14	0%
Students with 9 barriers	2	0%
Students with 2+ barriers	2086	34%
<b>Total (Duplicated)</b>	<b>6147</b>	

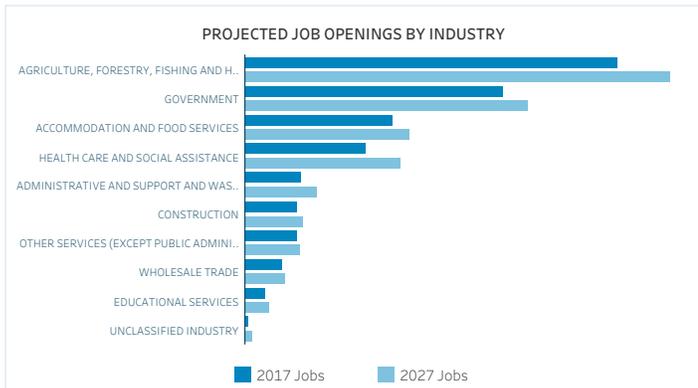
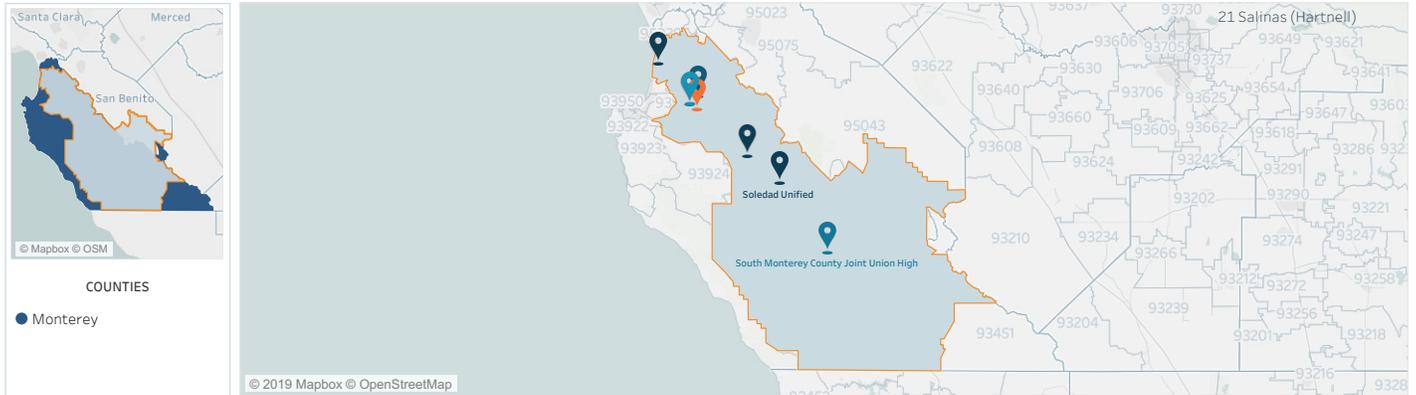
## Demographics Barriers

SVAEC Student Data 2018-19 (Q1-3)

<b>Race</b>	<b>Total #</b>	<b>%</b>
White	3942	85%
Asian	87	2%
Black	42	1%
Hawaiian	9	0.19%
Pacific Islander	9	0.19%
Filipino	30	1%
Indian/Native	501	11%
Alaskan	3	0.06%
N/A	215	5%
<b>Total (duplicated)</b>	<b>4838</b>	

<b>Native Language</b>	<b>Total #</b>	<b>%</b>
English	992	21%
Spanish	3262	70%
Arbic	23	1%
Chinese	17	0.37%
Russian	4	0.09%
Korean	1	0.02%
Tagalog	15	0.32%
Portuguese	4	0.09%
Japanese	9	0.19%
Panjabi	2	0.04%
Nepali	1	0.02%
Hindi	1	0.02%
Farsi	1	0.02%
Cambodian	1	0.02%
Armernian	1	0.02%
Other	43	1%
N/A	252	5%
<b>Total</b>	<b>4629</b>	

\*Does not include Hartnell College student data



Typical Entry Level Education All	Typical On The Job Training All	Work Experience Required All	MEDIAN HOURLY WAGES 0 to 94.14964482 and Null values
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### TOP 10 OCCUPATIONS WITH THE MOST JOB OPENINGS

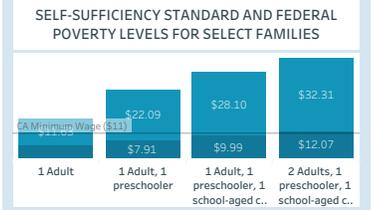
SOC	DESCRIPTION	TOTAL JOB OPENINGS	MEDIAN HOURLY WAGES	MEDIAN ANNUAL WAGES
35-3021	COMBINED FOOD PREPARATION AND SERVICE	8,823	\$11.37	23,654
35-3031	WAITERS AND WAITRESSES	8,229	\$12.84	26,711
37-2011	JANITORS AND CLEANERS	3,620	\$13.86	28,823
37-2012	MAIDS AND HOUSEKEEPING CLEANERS	4,314	\$12.66	26,330
39-9021	PERSONAL CARE AIDES	9,445	\$12.46	25,917
41-2011	CASHIERS	9,901	\$11.74	24,425
41-2031	RETAIL SALESPERSONS	6,712	\$13.23	27,509
45-2091	AGRICULTURAL EQUIPMENT OPERATORS	3,627	\$13.45	27,982
45-2092	FARMWORKERS AND LABORERS, CROP, NURSE..	66,551	\$12.07	25,106
53-7062	LABORERS AND FREIGHT	4,970	\$12.24	25,469

### TOP 10 FASTEST GROWING OCCUPATIONS

SOC	DESCRIPTION	2017 JOBS	2017-2027 CHANGE	2027 JOBS	MEDIAN HOURLY WAGES	MEDIAN ANNUAL WAGES
39-9021	PERSONAL CARE AIDES	552,622	261,988	814,610	\$12.75	26,511
31-1014	NURSING ASSISTANTS	103,345	27,682	131,054	\$22.39	46,578
21-1093	SOCIAL AND HUMAN SERVICE ASSISTANTS	58,419	14,598	73,017	\$29.52	61,401
31-1011	HOME HEALTH AIDES	31,461	35,789	67,329	\$14.99	31,175
49-9051	ELECTRICAL POWER-LINE INSTALLERS AND REPAIRERS	7,250	1,979	9,263	\$57.12	118,811
31-2021	PHYSICAL THERAPIST ASSISTANTS	5,114	2,596	7,710	\$38.49	80,063
47-2231	SOLAR PHOTOVOLTAIC INSTALLERS	4,224	4,024	8,286	\$26.49	55,109
47-3015	HELPERS--PIPELAYERS, PLUMBERS, PIPEFITTERS, AND..	3,026	1,347	4,411	\$25.29	52,601
31-2011	OCCUPATIONAL THERAPY ASSISTANTS	1,955	1,135	3,209	\$40.30	83,832
29-2099	HEALTH TECHNOLOGISTS AND TECHNICIANS, ALL OTH..	24,221	9,010	33,231	\$37.56	78,130

### Measuring Poverty

For many, the Federal Poverty Level (FPL) has become increasingly problematic and outdated as a measure of income adequacy. The most significant shortcoming of the official poverty measure (OPM) is that for most families, in most places, the poverty level is simply too low. While the Standard changes by family type to account for the increase in costs specific to the type of family member—whether this person is an adult or child, and for children, by age—the Federal Poverty Guideline (FPG) increases by a constant \$4,160 for each additional family member and therefore does not adequately account for the real costs of meeting basic needs.



The **Self-Sufficiency Standard** was developed to more accurately reflect the income needed to meet basic needs—including housing, food, child care, health care, transportation and taxes. The figure above shows that the income needed to meet basic needs is **often far above the OPM**, indicating that families can have incomes above the federal poverty measure and yet lack sufficient resources to adequately meet their basic needs.

Source: <http://www.selfsufficiencystandard.org/>

Explore how occupations and wages compare to the California Self-Sufficiency Standard

June 22, 2017



Data From



## **Industry and Economic Overview**

**Prepared for the  
Monterey County Workforce  
Development Board**



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# Demographic Profile

In 2015, the population in Monterey County, California was 435,232. Between 2005 and 2015, the region's population grew at an annual average rate of 0.8%.

The region has a civilian labor force of 193,691 with a participation rate of 59.3%. Of individuals 25 to 64 in Monterey County, California, 21.0% have a bachelor's degree or higher which compares with 31.3% in the nation.

The median household income in Monterey County, California is \$58,783 and the median house value is \$369,100.

Summary <sup>1</sup>						
	Percent			Value		
	Monterey County, California	Regional Planning Unit	USA	Monterey County, California	Regional Planning Unit	USA
<b>Demographics</b>						
Population <sup>6</sup>	—	—	—	435,232	1,438,962	323,127,513
Population Annual Average Growth <sup>6</sup>	0.8%	0.9%	0.8%	3,340	11,693	2,474,760
Median Age <sup>2,4</sup>	—	—	—	32.9	35.2	37.2
Under 18 Years <sup>4</sup>	26.7%	23.0%	24.0%	111,013	315,319	74,181,467
18 to 24 Years <sup>4</sup>	11.1%	13.5%	9.9%	46,253	185,335	30,672,088
25 to 34 Years <sup>4</sup>	15.0%	13.5%	13.3%	62,077	185,626	41,063,948
35 to 44 Years <sup>4</sup>	13.2%	12.3%	13.3%	54,820	168,125	41,070,606
45 to 54 Years <sup>4</sup>	12.8%	13.6%	14.6%	53,254	186,282	45,006,716
55 to 64 Years <sup>4</sup>	10.4%	11.8%	11.8%	43,218	161,284	36,482,729
65 to 74 Years <sup>4</sup>	5.5%	6.3%	7.0%	22,921	86,758	21,713,429
75 Years, and Over <sup>4</sup>	5.2%	6.0%	6.0%	21,501	82,242	18,554,555
Race: White <sup>4</sup>	55.6%	68.5%	72.4%	230,717	938,805	223,553,265
Race: Black or African American <sup>4</sup>	3.1%	2.2%	12.6%	12,785	29,614	38,929,319
Race: American Indian and Alaska Native <sup>4</sup>	1.3%	1.1%	0.9%	5,464	15,738	2,932,248
Race: Asian <sup>4</sup>	6.1%	4.8%	4.8%	25,258	65,542	14,674,252
Race: Native Hawaiian and Other Pacific Islander <sup>4</sup>	0.5%	0.3%	0.2%	2,071	3,615	540,013
Race: Some Other Race <sup>4</sup>	28.3%	18.6%	6.2%	117,405	254,427	19,107,368
Race: Two or More Races <sup>4</sup>	5.1%	4.6%	2.9%	21,357	63,230	9,009,073
Hispanic or Latino (of any race) <sup>4</sup>	55.4%	40.2%	16.3%	230,003	551,755	50,477,594
<b>Economic</b>						
Labor Force Participation Rate and Size (civilian population 16 years and over)	59.3%	61.3%	63.3%	193,691	691,071	158,897,824
Armed Forces Labor Force	1.9%	0.8%	0.4%	6,049	9,478	1,015,464
Veterans, Age 18-64	3.8%	3.8%	5.5%	9,845	34,300	10,750,884
Median Household Income <sup>2</sup>	—	—	—	\$58,783	\$62,520	\$53,889
Per Capita Income	—	—	—	\$24,994	\$29,488	\$28,930
Poverty Level (of all people)	17.0%	16.0%	15.5%	69,475	215,175	47,749,043
Households Receiving Food Stamps	7.1%	6.9%	13.2%	8,953	32,065	15,399,651

Summary <sup>1</sup>						
	Percent			Value		
	Monterey County, California	Regional Planning Unit	USA	Monterey County, California	Regional Planning Unit	USA
Mean Commute Time (minutes)	—	—	—	22.3	21.8	25.9
Commute via Public Transportation	2.1%	2.5%	5.1%	3,697	15,993	7,362,038
Union Membership <sup>3</sup>	14.6%	15.1%	10.7%	—	—	—
<b>Educational Attainment, Age 25-64</b>						
No High School Diploma	30.6%	21.0%	11.8%	67,077	147,294	19,736,243
High School Graduate	21.2%	18.4%	26.4%	46,518	129,251	43,982,863
Some College, No Degree	19.2%	22.6%	21.7%	41,976	158,683	36,187,232
Associate's Degree	8.0%	8.7%	8.8%	17,533	61,042	14,742,654
Bachelor's Degree	13.5%	18.7%	19.9%	29,476	131,760	33,245,950
Postgraduate Degree	7.6%	10.7%	11.4%	16,550	74,951	18,952,103
<b>Housing</b>						
Total Housing Units	—	—	—	139,794	517,769	133,351,840
Median House Value (of owner-occupied units) <sup>2</sup>	—	—	—	\$369,100	\$461,662	\$178,600
Homeowner Vacancy	1.9%	1.5%	1.9%	1,227	3,774	1,492,691
Rental Vacancy	4.2%	3.2%	6.4%	2,791	7,180	2,949,366
Renter-Occupied Housing Units (% of Occupied Units)	50.8%	46.4%	36.1%	63,655	216,321	42,214,214
Occupied Housing Units with No Vehicle Available (% of Occupied Units)	5.1%	5.6%	9.1%	6,364	26,314	10,628,474
<b>Social</b>						
Enrolled in Grade 12 (% of total population)	1.6%	1.4%	1.4%	7,019	20,162	4,451,334
Disconnected Youth <sup>5</sup>	2.6%	1.6%	3.0%	643	1,493	518,859
Children in Single Parent Families (% of all children)	36.4%	33.1%	34.8%	39,300	99,784	24,408,909
With a Disability, Age 18-64	6.8%	7.1%	10.3%	17,014	62,340	19,985,588
With a Disability, Age 18-64, Labor Force Participation Rate and Size	40.8%	41.5%	41.0%	6,940	25,841	8,185,456
Foreign Born	30.1%	21.8%	13.2%	128,986	307,900	41,717,420
Speak English Less Than Very Well (population 5 yrs and over)	28.8%	18.1%	8.6%	113,939	239,244	25,410,756

Source: [JobsEQ®](#)

1. ACS 2011-2015, unless noted otherwise

2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties.

3. 2016; Current Population Survey, unionstats.com, and Chmura; county- and zip-level data are best estimates based upon industry-, MSA-, and state-level data

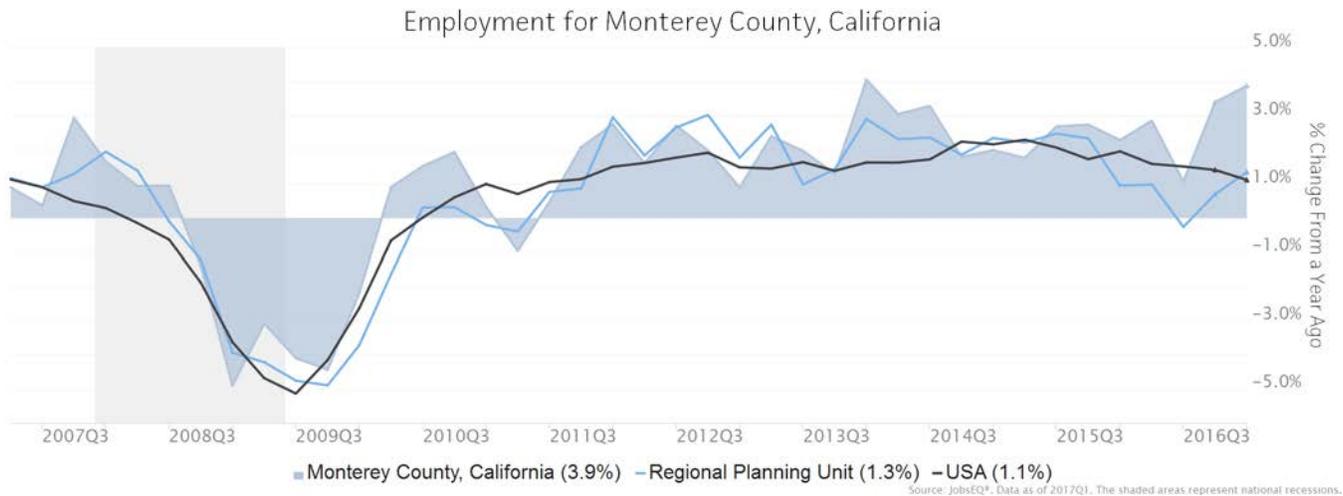
4. Census 2010

5. Disconnected Youth are 16-19 year olds who are (1) not in school, (2) not high school graduates, and (3) either unemployed or not in the labor force.

6. Census 2016, annual average growth rate since 2006

# Employment Trends

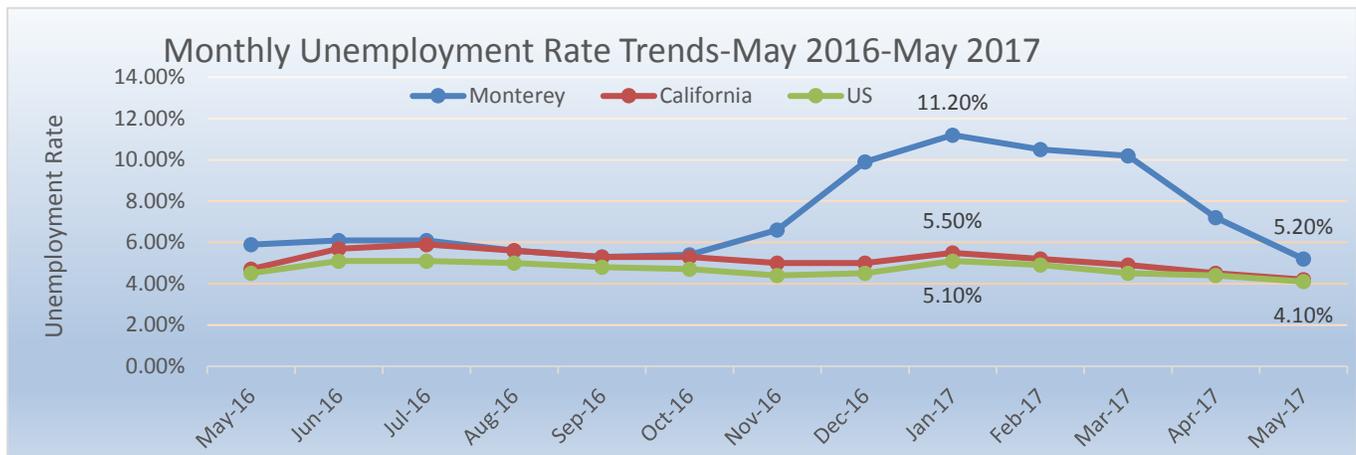
As of 2017Q1, total employment for Monterey County, California was 200,999 (based on a four-quarter moving average). Over the year ending 2017Q1, employment increased 3.9% in the region.



Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2016Q3 with preliminary estimates updated to 2017Q1.

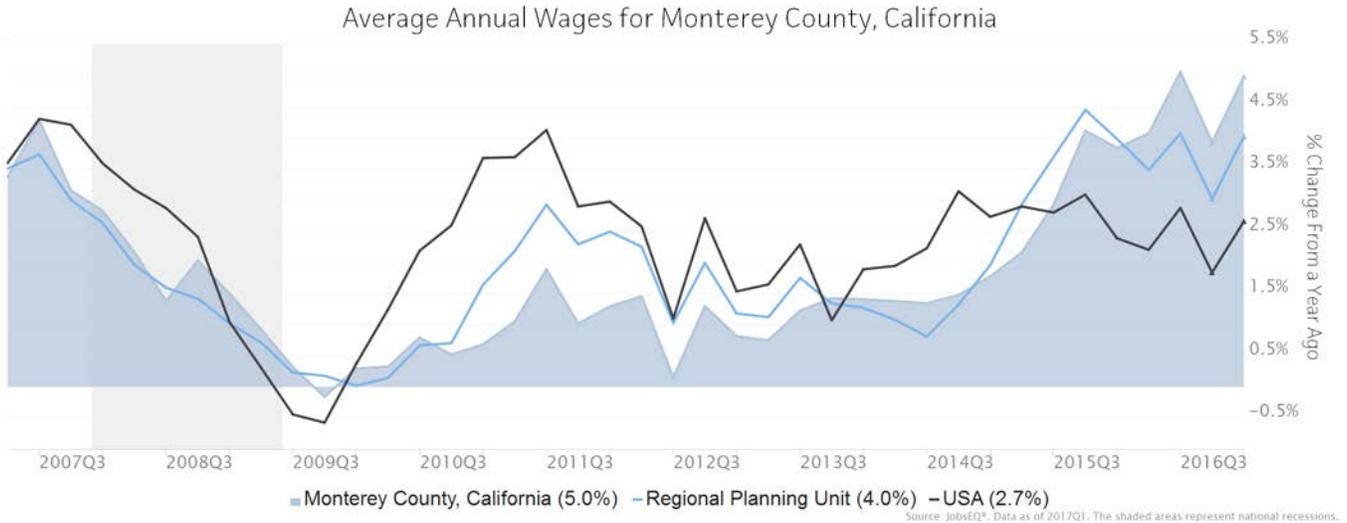
# Unemployment Rate

The unemployment rate in the Monterey County was 5.2 percent (11,600 unemployed) in May 2017, down from a revised 7.1 percent in April 2017, and below the year-ago estimate of 6.0 percent. This compares with an unadjusted unemployment rate of 4.2 percent for California and 4.1 percent for the nation during the same period



# Wage Trends

The average worker in Monterey County, California earned annual wages of \$47,971 as of 2017Q1. Average annual wages per worker increased 5.0% in the region during the preceding four quarters. For comparison purposes, annual average wages were \$53,246 in the nation as of 2017Q1.



Annual average wages per worker data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2016Q3 with preliminary estimates updated to 2017Q1.

# Cost of Living Index

The Cost of Living Index estimates the relative price levels for consumer goods and services. When applied to wages and salaries, the result is a measure of relative purchasing power. The cost of living is 33.1% higher in Monterey County, California than the U.S. average.

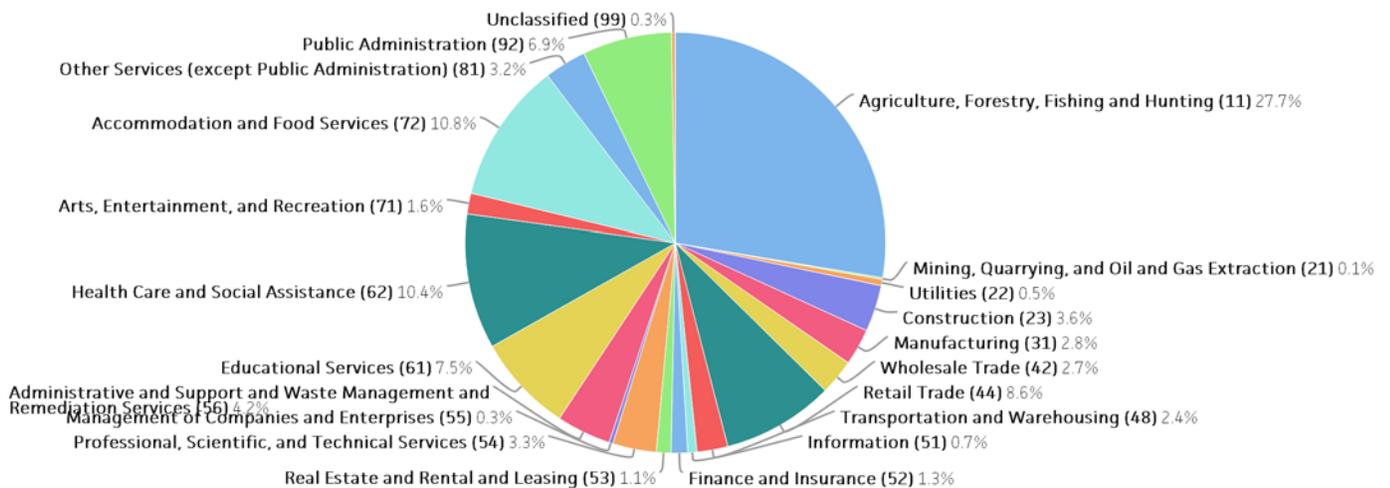
Cost of Living Information			
	Annual Average Salary	Cost of Living Index (Base US)	US Purchasing Power
Monterey County, California	\$47,971	133.1	\$36,051
Regional Planning Unit	\$49,020	144.0	\$34,050
USA	\$53,246	100.0	\$53,246

Source: [JobsEQ®](#)  
 Data as of 2017Q1  
 Cost of Living per C2ER, data as of 2016q4, imputed by Chmura where necessary.

# Industry Snapshot

The largest sector in Monterey County, California is Agriculture, Forestry, Fishing and Hunting, employing 55,587 workers. The next-largest sectors in the region are Accommodation and Food Services (21,734 workers) and Health Care and Social Assistance (20,823). High location quotients (LQs) indicate sectors in which a region has high concentrations of employment compared to the national average. The sectors with the largest LQs in the region are Agriculture, Forestry, Fishing and Hunting (LQ = 19.13), Public Administration (1.44), and Accommodation and Food Services (1.21). (Data is at the 2 Digit Industry Code)

Total Workers for Monterey County, California by Industry



Source: JobsEQ\*, Data as of 2017Q1

Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2016Q3 with preliminary estimates updated to 2017Q1.

Sectors in Monterey County, California with the highest average wages per worker are Mining, Quarrying, and Oil and Gas Extraction (\$106,015), Utilities (\$105,833), and Management of Companies and Enterprises (\$94,745). Regional sectors with the best job growth (or most moderate job losses) over the last 5 years are Agriculture, Forestry, Fishing and Hunting (+7,854 jobs), Health Care and Social Assistance (+4,663), and Accommodation and Food Services (+3,179).

Over the next 3 years, employment in Monterey County, California is projected to expand by 5,519 jobs. The fastest growing sector in the region is expected to be Health Care and Social Assistance with a +2.1% year-over-year rate of growth. The strongest forecast by number of jobs over this period is expected for Health Care and Social Assistance (+1,315 jobs), Agriculture, Forestry, Fishing and Hunting (+995), and Accommodation and Food Services (+638).

		Current			Historical				Forecast		
		Four Quarters Ending with 2017q1			Total Change over the Last 5 Years	Average Annual % Change in Employment 2012q1-2017q1			Over the Next 3 Years		
NAICS	Industry	Empl	Avg. Annual Wages	Location Quotient	Empl	Monterey County, California	Regional Planning Unit	USA	Total Approx Repl Demand	Total Growth Demand	Avg. Annual Growth Percent
11	Agriculture, Forestry, Fishing and Hunting	55,587	\$43,263	19.13	7,854	3.1%	2.4%	0.8%	5,903	995	0.6%
21	Mining, Quarrying, and Oil and Gas Extraction	256	\$106,015	0.32	39	3.4%	-4.5%	-4.5%	19	8	1.0%
22	Utilities	980	\$105,833	0.91	172	3.9%	0.9%	0.1%	76	23	0.8%
23	Construction	7,171	\$54,361	0.65	1,990	6.7%	4.9%	3.1%	429	339	1.6%
31	Manufacturing	5,645	\$51,886	0.34	-240	-0.8%	2.2%	0.9%	394	12	0.1%
42	Wholesale Trade	5,509	\$76,892	0.70	420	1.6%	1.8%	1.0%	367	121	0.7%
44	Retail Trade	17,308	\$33,157	0.80	575	0.7%	1.0%	1.4%	1,621	423	0.8%
48	Transportation and Warehousing	4,757	\$52,516	0.57	903	4.3%	2.8%	2.5%	379	71	0.5%
51	Information	1,404	\$58,669	0.35	-441	-5.3%	1.4%	0.8%	102	1	0.0%
52	Finance and Insurance	2,547	\$85,146	0.32	-176	-1.3%	-1.1%	1.1%	182	67	0.9%
53	Real Estate and Rental and Leasing	2,262	\$55,517	0.67	111	1.0%	1.6%	1.9%	152	59	0.9%
54	Professional, Scientific, and Technical Services	6,732	\$70,455	0.51	-180	-0.5%	0.4%	2.6%	424	307	1.5%
55	Management of Companies and Enterprises	630	\$94,745	0.21	-684	-13.7%	-2.3%	3.0%	40	16	0.8%
56	Administrative and Support and Waste Management and Remediation Services	8,413	\$34,341	0.65	2,603	7.7%	-1.2%	2.7%	573	314	1.2%
61	Educational Services	15,122	\$52,844	0.91	2,684	4.0%	0.2%	0.7%	954	312	0.7%
62	Health Care and Social Assistance	20,823	\$55,781	0.73	4,663	5.2%	4.6%	2.5%	1,230	1,315	2.1%
71	Arts, Entertainment, and Recreation	3,209	\$36,770	0.81	387	2.6%	2.6%	2.3%	296	110	1.1%
72	Accommodation and Food Services	21,734	\$27,194	1.21	3,179	3.2%	3.9%	3.0%	2,305	638	1.0%
81	Other Services (except Public Administration)	6,522	\$33,884	0.73	-1,773	-4.7%	-2.1%	-0.1%	495	175	0.9%
92	Public Administration	13,786	\$74,090	1.44	-91	-0.1%	0.3%	0.0%	1,002	142	0.3%
99	Unclassified	604	\$33,518	1.49	265	12.3%	10.5%	13.0%	45	17	0.9%
	Total - All Industries	200,999	\$47,971	1.00	22,261	2.4%	1.8%	1.7%	14,872	5,519	0.9%

Source: [JobsEQ®](#)

Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2016Q3 with preliminary estimates updated to 2017Q1. Forecast employment growth uses national projections adapted for regional growth patterns.

# Occupation Snapshot

The largest major occupation group in Monterey County, California is Farming, Fishing, and Forestry Occupations, employing 42,737 workers. The next-largest occupation groups in the region are Office and Administrative Support Occupations (21,803 workers) and Food Preparation and Serving Related Occupations (17,502). High location quotients (LQs) indicate occupation groups in which a region has high concentrations of employment compared to the national average. The major groups with the largest LQs in the region are Farming, Fishing, and Forestry Occupations (LQ = 32.15), Education, Training, and Library Occupations (1.21), and Management Occupations (1.07).

Occupation groups in Monterey County, California with the highest average wages per worker are Healthcare Practitioners and Technical Occupations (\$105,800), Management Occupations (\$98,500), and Architecture and Engineering Occupations (\$94,800). The unemployment rate in the region varied among the major groups from 2.1% among Healthcare Practitioners and Technical Occupations to 17.6% among Farming, Fishing, and Forestry Occupations.

Over the next 3 years, the fastest growing occupation group in Monterey County, California is expected to be Healthcare Support Occupations with a +2.2% year-over-year rate of growth. The strongest forecast by number of jobs over this period is expected for Farming, Fishing, and Forestry Occupations (+802 jobs) and Food Preparation and Serving Related Occupations (+525). Over the same period, the highest replacement demand (occupation demand due to retirements and workers moving from one occupation to another) is expected in Farming, Fishing, and Forestry Occupations (3,434 jobs) and Food Preparation and Serving Related Occupations (2,043).

Occupation Snapshot in Monterey County, California															
		Current					Historical					Forecast			
		Four Quarters Ending with 2017q1			2017q1		Total Change over the Last 5 Years	Avg Ann % Chg in Empl 2012q1-2017q1			Over the Next 3 Years				
SOC	Title	Empl	Avg. Annual Wages <sup>1</sup>	LQ	Unempl	Unempl Rate		Empl	Monterey County, California	Regional Planning Unit	USA	Current Online Job Ads <sup>2</sup>	Total Repl Demand	Total Growth Demand	Avg. Annual Growth Percent
11-0000	Management Occupations	13,079	\$98,500	1.07	348	2.8%	1,063	1.7%	1.4%	1.6%	438	1,642	184	0.5%	
13-0000	Business and Financial Operations Occupations	6,216	\$80,100	0.60	396	6.3%	106	0.3%	0.6%	1.7%	251	406	209	1.1%	
15-0000	Computer and Mathematical Occupations	2,408	\$87,500	0.41	162	5.7%	-56	-0.5%	1.9%	2.6%	385	109	107	1.5%	
17-0000	Architecture and Engineering Occupations	1,571	\$94,800	0.46	85	4.9%	91	1.2%	0.0%	1.1%	22	116	34	0.7%	
19-0000	Life, Physical, and Social Science Occupations	1,656	\$82,500	0.99	73	4.7%	121	1.5%	-0.7%	1.2%	140	165	47	0.9%	
21-0000	Community and Social Service Occupations	2,472	\$47,200	0.77	63	2.7%	743	7.4%	3.5%	1.9%	163	159	116	1.5%	
23-0000	Legal Occupations	1,010	\$84,500	0.61	30	3.1%	-28	-0.6%	0.0%	0.4%	12	60	30	1.0%	

**Occupation Snapshot in Monterey County, California**

		Current					Total Change over the Last 5 Years	Historical			Forecast				
		Four Quarters Ending with 2017q1			2017q1			Empl	Avg Ann % Chg in Empl 2012q1-2017q1			Over the Next 3 Years			
SOC	Title	Empl	Avg. Annual Wages <sup>1</sup>	LQ	Unempl	Unempl Rate			Monterey County, California	Regional Planning Unit	USA	Current Online Job Ads <sup>2</sup>	Total Repl Demand	Total Growth Demand	Avg. Annual Growth Percent
25-0000	Education, Training, and Library Occupations	13,783	\$65,800	1.21	424	3.4%	2,427	3.9%	1.2%	0.8%	528	877	329	0.8%	
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	2,359	\$54,700	0.65	141	6.0%	-44	-0.4%	0.1%	1.3%	129	253	53	0.7%	
29-0000	Healthcare Practitioners and Technical Occupations	7,766	\$105,800	0.68	154	2.1%	670	1.8%	1.7%	1.7%	802	498	423	1.8%	
31-0000	Healthcare Support Occupations	3,385	\$35,700	0.60	299	8.4%	532	3.5%	3.4%	2.2%	187	213	232	2.2%	
33-0000	Protective Service Occupations	4,256	\$59,200	0.98	335	7.9%	10	0.0%	0.7%	1.0%	224	309	101	0.8%	
35-0000	Food Preparation and Serving Related Occupations	17,502	\$30,000	1.02	2,622	13.4%	2,785	3.5%	3.9%	2.9%	699	2,043	525	1.0%	
37-0000	Building and Grounds Cleaning and Maintenance Occupations	7,476	\$33,100	1.06	1,283	14.9%	-10	0.0%	-0.1%	1.0%	274	529	241	1.1%	
39-0000	Personal Care and Service Occupations	5,754	\$29,000	0.74	507	8.2%	478	1.7%	3.3%	2.1%	263	468	285	1.6%	
41-0000	Sales and Related Occupations	16,196	\$41,000	0.78	1,464	8.7%	646	0.8%	1.2%	1.4%	1,197	1,618	381	0.8%	
43-0000	Office and Administrative Support Occupations	21,803	\$39,700	0.73	2,153	9.4%	1,690	1.6%	1.2%	1.7%	820	1,475	416	0.6%	
45-0000	Farming, Fishing, and Forestry Occupations	42,737	\$26,200	32.15	8,147	17.6%	6,315	3.2%	2.7%	1.4%	11	3,434	802	0.6%	
47-0000	Construction and Extraction Occupations	5,984	\$55,500	0.67	1,233	16.6%	1,439	5.7%	3.7%	2.3%	93	331	269	1.5%	
49-0000	Installation, Maintenance, and Repair Occupations	6,190	\$48,100	0.81	461	7.2%	801	2.8%	2.3%	1.6%	263	460	216	1.2%	
51-0000	Production Occupations	5,776	\$36,400	0.47	786	11.4%	570	2.1%	1.7%	1.3%	140	478	118	0.7%	
53-0000	Transportation and Material Moving Occupations	11,621	\$36,500	0.86	1,628	12.7%	1,912	3.7%	2.2%	2.2%	298	885	370	1.0%	
00-0000	Total - All Occupations	200,999	\$47,000	1.00	n/a	n/a	22,261	2.4%	1.8%	1.7%	7,339	16,528	5,519	0.9%	

Source: [JobsEQ®](#)

Data as of 2017Q1 unless noted otherwise

Note: Figures may not sum due to rounding.

1. Occupation wages are as of 2016 and should be taken as the average for all Covered Employment

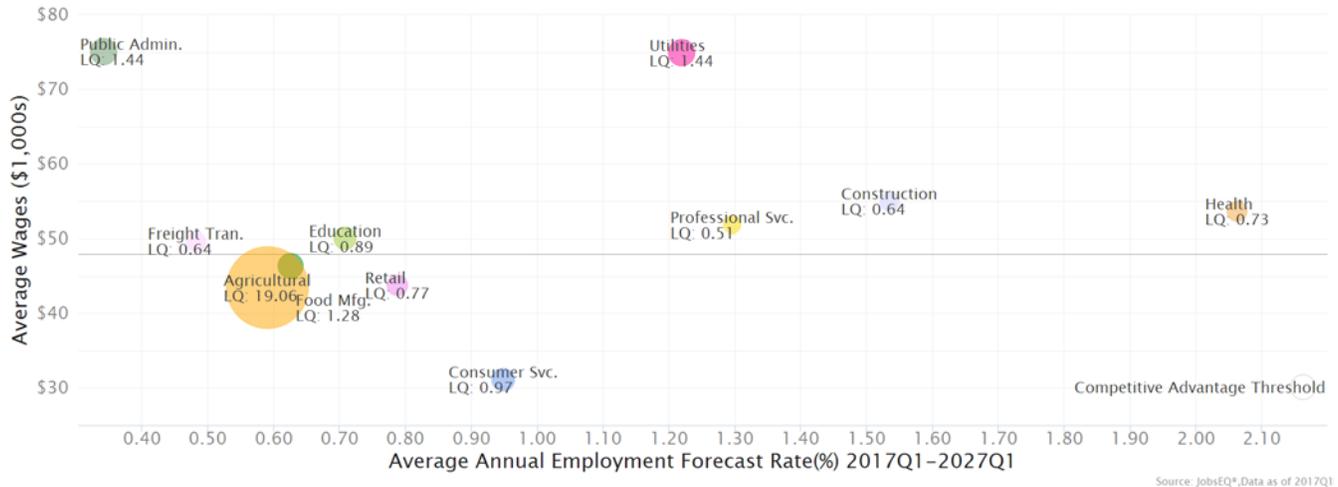
2. Data represent found online ads active within the last thirty days in any zip code intersecting or within the selected region; data represents a sampling rather than the complete universe of postings.

Occupation employment data are estimated via industry employment data and the estimated industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2016Q3, imputed where necessary with preliminary estimates updated to 2017Q1. Wages by

# Industry Clusters

A cluster is a geographic concentration of interrelated industries or occupations. The industry cluster in Monterey County, California with the highest relative concentration is Agricultural with a location quotient of 19.06. This cluster employs 55,708 workers in the region with an average wage of \$43,477. Employment in the Agricultural cluster is projected to expand in the region about 0.6% per year over the next ten years.

Industry Clusters for Monterey County, California as of 2017Q1

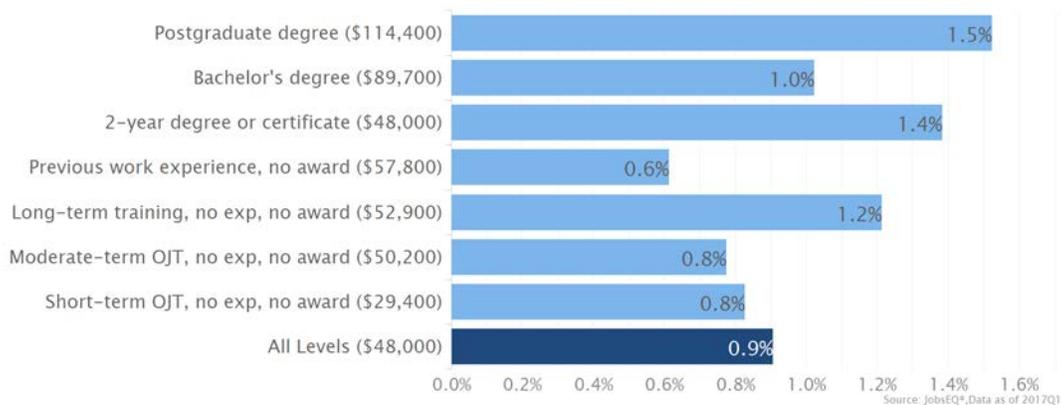


Location quotient and average wage data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics, imputed where necessary, and updated through 2016Q3 with preliminary estimates updated to 2017Q1. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

# Education Levels

Expected growth rates for occupations vary by the education and training required. While all employment in Monterey County, California is projected to grow 0.9% over the next ten years, occupations typically requiring a postgraduate degree are expected to grow 1.5% per year, those requiring a bachelor's degree are forecast to grow 1.0% per year, and occupations typically needing a 2-year degree or certificate are expected to grow 1.4% per year.

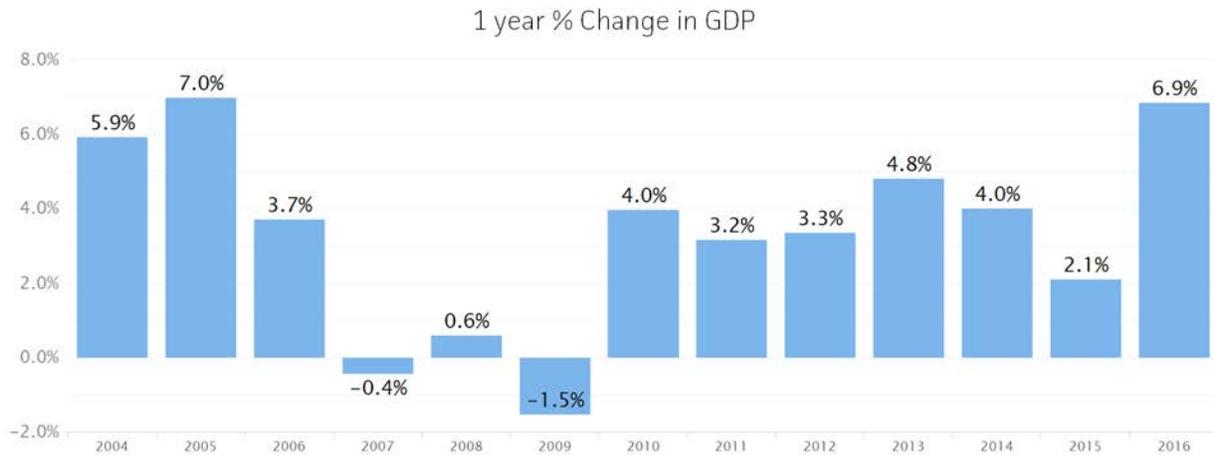
Annual Average Projected Job Growth by Training Required for Monterey County, California



Employment by occupation data are estimates as of 2017Q1. Education levels of occupations are based on BLS assignments. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

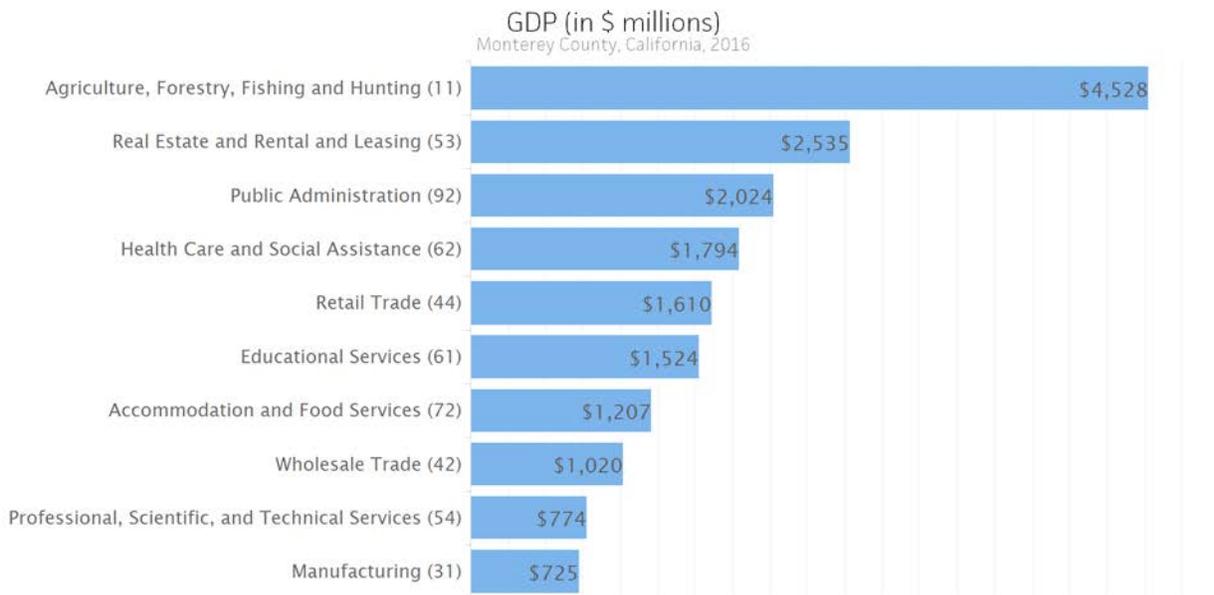
# Gross Domestic Product

Gross Domestic Product (GDP) is the total value of goods and services produced by a region. In 2016, nominal GDP in Monterey County, California expanded 6.9%. This follows growth of 2.1% in 2015. As of 2016, total GDP in Monterey County, California was \$21,449,870,000.



Gross Domestic Product data are provided by the Bureau of Economic Analysis, imputed by Chmura where necessary, updated through 2016.

Of the sectors in Monterey County, California, Agriculture, Forestry, Fishing and Hunting contributed the largest portion of GDP in 2016, \$4,528,253,000. The next-largest contributions came from Real Estate and Rental and Leasing (\$2,534,926,000); Public Administration (\$2,023,980,000); and Health Care and Social Assistance (\$1,793,624,000).



Gross Domestic Product data are provided by the Bureau of Economic Analysis, imputed by Chmura where necessary, updated through 2016.

# FAQ

## What is a location quotient?

A location quotient (LQ) is a measurement of concentration in comparison to the nation. An LQ of 1.00 indicates a region has the same concentration of an industry (or occupation) as the nation. An LQ of 2.00 would mean the region has twice the expected employment compared to the nation and an LQ of 0.50 would mean the region has half the expected employment in comparison to the nation.

## What is replacement demand?

Replacement demand is the number of jobs required due to replacements—retirements and turnover resulting from workers moving from one occupation into another. Note that replacement demand does not include all turnover—it does not include when workers stay in the same occupation but switch employers. The replacement demand shown in this report may also be understated; thus, it can be taken to be a minimum measure of the number of workers who will need to be trained for the occupation due to replacements. The total projected demand for an occupation is the sum of the replacement demand and the growth demand (which is the increase or decrease of jobs in an occupation expected due to expansion or contraction of the overall number of jobs in that occupation).

## What is a cluster?

A cluster is a geographic concentration of interrelated industries or occupations. If a regional cluster has a location quotient of 1.25 or greater, the region is considered to possess a *competitive advantage* in that cluster.

## What is the difference between industry wages and occupation wages?

Industry wages and occupation wages are estimated via separate data sets, often the time periods being reported do not align, and wages are defined slightly differently in the two systems (for example, certain bonuses are included in the industry wages but not the occupation wages). It is therefore common that estimates of the average industry wages and average occupation wages in a region do not match exactly.

## What is NAICS?

The North American Industry Classification System (NAICS) is used to classify business establishments according to the type of economic activity. The NAICS Code comprises six levels, from the “all industry” level to the 6-digit level. The first two digits define the top level category, known as the “sector,” which is the level examined in this report.

## What is SOC?

The Standard Occupational Classification system (SOC) is used to classify workers into occupational categories. All workers are classified into one of over 820 occupations according to their occupational definition. To facilitate classification, occupations are combined to form 23 major groups, 96 minor groups, and 449 occupation groups. Each occupation group includes detailed occupations requiring similar job duties, skills, education, or experience.

## About This Report

This report and all data herein were produced by JobsEQ®, a product of Chmura Economics & Analytics. The information contained herein was obtained from sources we believe to be reliable. However, we cannot guarantee its accuracy and completeness.

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Date Published: 09/27/2018 09:00 PM

**Assembly Bill No. 2098**

## CHAPTER 751

An act to amend Sections 84917 and 84920 of the Education Code, relating to adult education.

[ Approved by Governor September 26, 2018. Filed with Secretary of State  
September 26, 2018. ]

## LEGISLATIVE COUNSEL'S DIGEST

AB 2098, McCarty. Adult Education Block Grant Program: immigration integration.

Existing law creates the Adult Education Block Grant Program under the administration of the Chancellor of the California Community Colleges and the Superintendent of Public Instruction. The program requires the chancellor and the Superintendent, with the advice of the Executive Director of the State Board of Education, to divide the state into adult education regions and approve one adult education consortium in each adult education region, as specified. Existing law requires the chancellor and the Superintendent to provide to the Director of Finance, the State Board of Education, and the Legislature preliminary reports on or before October 30 following each fiscal year for which funds are appropriated for the program and final reports on or before February 1 of the following year about the use of specified funds and outcomes for adults statewide and in each adult education region. Existing law requires those reports to include, among other things, any recommendations related to delivery or education and workforce services for adults.

Existing law establishes the Statewide Director of Immigrant Integration in the Governor's Office of Planning and Research, appointed by the Governor, for the purpose of developing a comprehensive statewide report on programs and services that serve immigrants and programs and services currently managed by a state agency or department to support California immigrants.

This bill would require the reports prepared by the chancellor and the Superintendent to be additionally provided to the director. The bill would require those reports to also include any recommendations related to delivery of immigrant integration for adults.

Existing law requires the chancellor and the Superintendent to establish a menu of common assessments and policies regarding placement of adults seeking education and workforce services into adult education programs to be used by each consortium, as specified.

This bill would require the chancellor and the Superintendent, with input from the director and adult education program providers, to identify common measures for meeting the needs of immigrant and refugee adults seeking integration, and, at a minimum, would require the chancellor and the Superintendent, with input from the director, to both define the specific data each consortium may collect and establish a menu of common assessments and policies regarding placement of adults seeking immigrant integration into adult education programs to be used by each consortium to measure educational needs of adults and the effectiveness of providers in addressing those needs.

Existing law requires the chancellor and the Superintendent to identify, no later than January 1, 2016, measures for assessing the effectiveness of each consortium, which include, among other things, how many adults have demonstrated specified benefits from the services of a consortium, including, among other things, improved literacy skills and wages.

This bill instead would extend the January 1, 2016, deadline to July 1, 2019, and would require the chancellor and Superintendent, with input from the director and adult education program providers, as applicable, to identify additional measures for assessing the effectiveness of consortia that will be used in the report described above, including how many adults served by the consortium have demonstrated immigrant integration in specified areas, including increased participation in civic and community life.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: no

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## THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

**SECTION 1.** Section 84917 of the Education Code is amended to read:

**84917.** (a) To inform actions taken by the Governor and the Legislature related to adult education, the chancellor and the Superintendent shall report to the Director of Finance, the Statewide Director of Immigrant Integration, the State Board of Education, and, in conformity with Section 9795 of the Government Code, the Legislature about the use of the funds described in paragraph (5) of subdivision (b) of Section 84906 and outcomes for adults statewide and in each adult education region. The chancellor and the Superintendent shall provide preliminary reports on or before October 30 following each fiscal year for which funds are appropriated for the program and final reports on or before February 1 of the following year. Each report shall be based on all data available at the time of its submission. The report shall include at least all of the following:

- (1) A summary of the adult education plan operative for each consortium.
  - (2) The distribution schedule for each consortium.
  - (3) The types and levels of services provided by each consortium.
  - (4) The effectiveness of each consortium in meeting the educational needs of adults in its respective region.
  - (5) Any recommendations related to delivery of education, immigrant integration, and workforce services for adults, including recommendations related to improved alignment of state programs.
- (b) (1) The chancellor and the Superintendent may require a consortium, as a condition of receipt of an apportionment, to submit any reports or data necessary to produce the report described in subdivision (a).
- (2) The chancellor and the Superintendent shall align the data used to produce the report described in subdivision (a) with data reported by local educational agencies for other purposes, such as data used for purposes of the federal Workforce Innovation and Opportunity Act (Public Law 113-128).
- (3) The Employment Development Department and the California Workforce Investment Board shall provide any assistance needed to align delivery of services across state and regional workforce, education, and job service programs.

**SEC. 2.** Section 84920 of the Education Code is amended to read:

**84920.** (a) To the extent that one-time funding is made available in the Budget Act of 2015, consistent with the provisions of Section 84917, the chancellor and the Superintendent shall identify common measures for determining the effectiveness of members of each consortium in meeting the educational needs of adults. At a minimum, the chancellor and the Superintendent shall accomplish both of the following:

- (1) Define the specific data each consortium shall collect.
  - (2) Establish a menu of common assessments and policies regarding placement of adults seeking education and workforce services into adult education programs to be used by each consortium to measure educational needs of adults and the effectiveness of providers in addressing those needs.
- (b) Consistent with the provisions of Section 84917, the chancellor and the Superintendent, with input from the Statewide Director of Immigrant Integration and adult education program providers, shall identify common measures

consistent with, but not limited to, the English literacy and civics (EL Civics) education program's Civic Objectives and Additional Assessment Plans under Title II of the federal Workforce Innovation and Opportunity Act (Public Law 113-128) for meeting the needs of immigrant and refugee adults seeking integration. At a minimum, the chancellor and the Superintendent, with input from the Statewide Director of Immigrant Integration, shall accomplish both of the following:

(1) Define the specific data each consortium may collect.

(2) Establish a menu of common assessments and policies regarding placement of adults seeking immigrant integration into adult education programs to be used by each consortium to measure educational needs of adults and the effectiveness of providers in addressing those needs.

(c) No later than August 1, 2017, the chancellor and the Superintendent shall report to the Director of Finance, the State Board of Education, and the appropriate policy and fiscal committees of the Legislature on options for integrating the assessments described in subdivision (a) into the common assessment system developed pursuant to Section 78219. The report shall address compliance of the assessments with federal and state funding requirements for adult education programs, identify estimated costs and timelines for the assessments, and identify changes in policies that may be needed to avoid duplicate assessments.

(d) It is the intent of the Legislature that both of the following occur:

(1) That the educational needs of adults in the state be better identified and understood through better sharing of data across state agencies.

(2) That, at a minimum, the chancellor and the Superintendent shall enter into agreements to share data related to effectiveness of the consortia between their agencies and with other state agencies, including, but not necessarily limited to, the Employment Development Department and the California Workforce Investment Board.

(e) The chancellor and the Superintendent, with input from the Statewide Director of Immigrant Integration and adult education program providers, as applicable, shall identify, no later than July 1, 2019, the measures for assessing the effectiveness of consortia that will be used in the report that is required pursuant to Section 84917. These measures shall include, but not necessarily be limited to, all of the following, as applicable:

(1) How many adults are served by members of the consortium.

(2) How many adults served by members of the consortium have demonstrated the following:

(A) Improved literacy skills.

(B) Immigrant integration in the areas consistent with, but not limited to, those already identified for English literacy and civics under Title II of the federal Workforce Innovation and Opportunity Act (Public Law 113-128), including increased participation in civic and community life.

(C) Completion of high school diplomas or their recognized equivalents.

(D) Completion of postsecondary certificates, degrees, or training programs.

(E) Placement into jobs.

(F) Improved wages.

(f) The chancellor and the Superintendent shall apportion the funds appropriated for purposes of this section in the Budget Act of 2015 in accordance with both of the following:

(1) Eighty-five percent of these funds shall be used for grants to consortia to establish systems or obtain data necessary to submit any reports or data required pursuant to subdivision (b) of Section 84917.

(2) Fifteen percent of these funds shall be used for grants for development of statewide policies and procedures related to data collection or reporting or for technical assistance to consortia, or both.

(g) The chancellor and the Superintendent shall provide any guidance to the consortia necessary to support the sharing of data included in systems established by consortia pursuant to this section across consortia.



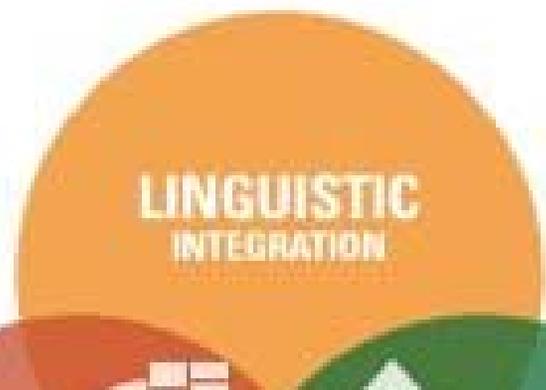
**ENGLISH  
PROFICIENCY**



**FIRST LANGUAGE  
LITERACY**



**PARTICIPATION IN CIVIC  
& COMMUNITY LIFE**



**LINGUISTIC  
INTEGRATION**

**SOCIAL  
INTEGRATION**

**ECONOMIC  
INTEGRATION**



**EDUCATIONAL &  
CAREER ADVANCEMENT**



**CREDENTIALS  
& RESIDENCY**



**HEALTH &  
WELLBEING**



**PROVIDING FOR  
CHILDREN & FAMILY**



**ECONOMIC  
SECURITY**



# IMMIGRANT INTEGRATION FRAMEWORK

FROM ENGLISH LEARNING TO FULL PARTICIPATION





## ABOUT THIS REPORT

*Immigrant Integration Framework: From English Learning to Full Participation* reviews how immigrants' success must include more than the acquisition of English language skills. The proposed framework suggests that a broader, more balanced set of goals and associated metrics can more accurately record an immigrant's progress. This framework can be foundational in supporting individual immigrants more holistically, as well as assessing the capacity of programs that serve immigrants, and identifying support gaps in individual communities.

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# LETTER FROM ALLIES CO-CHAIRS OF THE IMMIGRANT INTEGRATION FRAMEWORK PROJECT

When ALLIES (Alliance for Language Learners' Integration, Education and Success) was formed in 2010, it was in response to obvious gaps in the services received by adult immigrants, as they moved between adult schools (local school districts) and the California Community Colleges.

The disconnect between the school systems perpetuated a marginalization of adult English learners. The two systems served similar populations, though often in different ways. ALLIES modeled how a greater positive impact for adult immigrants could be achieved when providers collaborate in innovative ways, expand their thinking about how they deliver services, and focus on the needs of the students, not the institutions.

The collaborative model of ALLIES was recognized by many in the state to help drive the current reform of public adult education in California. Subsequently ALLIES expanded its focus to advocate for and facilitate stronger connections with community-based organizations whose roots were deep in immigrant neighborhoods. Maintaining focus on the immigrant English learner, and the potential of this emerging cross-sector collaboration, ALLIES now explores how a framework of pathways for greater integration might be used so more immigrants may achieve their goals.

Government policy endorses the acute need to develop the capacity of immigrants for regional workforces. The current reform of public adult education is almost wholly

constituted in response to this critical focus on workforce preparation. ALLIES welcomes this focus; indeed the research is clear that adult English learners have been disproportionately excluded from quality career training. However, this whitepaper seeks to broaden thinking on what would enable greater participation.

The traditional mission of adult education in California has been to provide opportunities for immigrant learners to gain more access and understanding of their new circumstances, and provide space for them to reimagine what's possible for them and their children. This is consistent with the many local initiatives that emerged in the last decade, to create welcoming communities for immigrants and refugees. What if immigrant integration, in these terms, was achieved more authentically and more quickly? What if systems could identify the gaps in welcoming communities and foster greater collaboration to fill those gaps?

ALLIES believes improving this historic mission of adult English language acquisition, working cross-sector to achieve a more cohesive impact, will enable many more immigrants to progress on career ladders more efficiently, as well as create more inclusive communities.

The "I" in ALLIES always stood for "integration" and this white paper presents a framework to support these multiple and inter-related goals.



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Since its inception in 2010, ALLIES has facilitated the building of deeper connections between adult schools and community colleges, introducing more support for English learning adults in “seamless” pathways.

# EXECUTIVE SUMMARY

## Immigrant Integration

As a nation of immigrants, we must continue our tradition of supporting the civic, educational and economic success of all who call America home. ALLIES (the Alliance for Language Learners' Integration, Education and Success) presents this white paper as a result of its focus on the systems and services that support adult English learners. Since its inception in 2010, ALLIES has facilitated the building of deeper connections between adult schools and community colleges, introducing more support for English learning adults in "seamless" pathways. In recent years, ALLIES further explored how community-based organizations can be critical partners in those pathways. This white paper reviews how immigrants' success must include more than the acquisition of English language skills. The proposed framework suggests that a broader, balanced set of goals and associated metrics can more accurately record an immigrant's progress. This framework can be foundational in supporting individual immigrants in a holistic manner, as well as assessing the capacity of programs that serve immigrants, and identifying support gaps in individual communities.

Immigrant integration is commonly defined as a dynamic, two-way process in which immigrants and the receiving society work together to build secure, vibrant, and cohesive communities. Immigrant integration means people are able to succeed in American society through progress in three overall areas: Linguistic integration, Economic integration and Social integration. The Immigrant Integration Framework presented in this white paper expands on these three areas by introducing eight goal areas of immigrant integration along with associated metrics.

## An Investment in Our Future— The Purpose and Importance of the Immigrant Integration Framework

The need for this framework emerges from any review of national, state, and regional demographics. Immigrants and their children make up a growing segment of America's



population and are vital to our nation's future economic and social success.

Policy analysts note that California—which experienced high levels of immigration and associated policy changes in the 1990s—is two decades ahead of the rest of the country, and can contribute to the current discussions of how to address immigration. In this context, the project team chose Santa Clara County as the initial reference community for the design and eventual prototyping of the framework. The percentage of immigrants in Santa Clara County is the highest since 1870. Younger residents of the county are especially impacted by immigration; 60% of all children in the county have at least one immigrant parent. The future capacity of the workforce, regional economic development, and social justice and civic well being will all depend on the success of immigrants. The success of immigrants in the region, state and this country can be defined by how well and how quickly they integrate linguistically, economically and socially. The ability to accommodate individual backgrounds and differences is essential: immigrants in the country come from over 60 countries with educations ranging from very low to advanced degrees. A range of adaptable options will need to be the hallmark of any proposed approach to immigrant integration.

To address that broad range of needs, an expanded menu of resources will be needed. The Immigrant Integration Framework is ambitious, calling for collaborative work across service

sectors, using the same goals and measures as the only way to achieve the expanded menu. Many institutions that promote development and growth within society will need to be involved, including early childhood care; elementary, postsecondary, and adult education systems; workforce development; health care providers; social service and other public agencies, and many more.

Now more than ever, we need tools and resources that will empower communities and institutions to advance immigrant integration. A strong framework of support for a two-way integration process—to the mutual benefit of both immigrants and the receiving community—is essential to maintain social, cultural and economic vitality.

### Current Immigrant Integration Efforts

For many years the County of Santa Clara has had an active and effective role through its Office of Immigrant Relations. The previous administration in Washington D.C encouraged “Welcoming America” initiatives, and the City of San Jose established an Office of Immigrant Affairs and defined San Jose as a “Welcoming City.” California’s Governor appointed a Director of Immigrant Relations to coordinate state initiatives and support the many legislative initiatives, local Workforce Development Boards’ efforts, the Adult Education Block Grant programs, and nonprofits in the private sector. Studies continue to emerge about the under-representation of immigrants in quality career training. At the same time, research confirms the critical efficacy of multi-generational education models to address marginalization and poverty. ALLIES believes there has never been a greater urgency to do this kind of collaborative and innovative work.

### The Immigrant Integration Framework Project—Participants in the Design Process and Methodology

In the Silicon Valley, the Immigrant Integration Framework project came together in recognition of this timely need to study how the systems supporting immigrants might work together differently. The generative idea was that language acquisition alone, even as it tracked along a career pathway, was insufficient to meet the needs of immigrants. The opportunity arose to design a framework with holistic strategies to address the range of immigrant needs and contributions. In Spring 2016, ALLIES and the South Bay Consortium for Adult Education (SBCAE) convened a multi-stakeholder design group to further the development of an immigrant integration pathway. The design group was supported by the work of another non-profit, Working Partnerships USA, who helped with a lit-

erature review, evaluation of local services, and facilitated the incremental development of the Goal Maps and metrics. The multi-stakeholder design group included representatives from Mission College, Campbell Adult and Community Education, Sacred Heart Community Services, Catholic Charities of Santa Clara County, City of San Jose Office of Immigrant Affairs, Santa Clara County Office of Immigrant Relations, ALLIES and the South Bay Consortium for Adult Education

The Design Team met multiple times through the spring of 2016, reviewing research, local data, surveys and results of various interviews and focus groups of providers and students. The draft Goal Maps and metrics were presented in a symposium in July, 2016, where representatives of over twenty community-based organizations conducted a close review of Goal Maps, metrics and possible uses for the framework. ALLIES ESL Providers Network (EPN) provided early input into the development of the Goal Maps and helped review the interim work products. The framework was modified, further refined, and tested, at least conceptually, in how it might be used by counselors, social services providers, teachers, and program coordinators.

The resulting Immigrant Integration Framework is the synthesis of their comprehensive wisdom and vision for immigrant integration. It addresses the spectrum of immigrants’ needs, assets and goals across integration domains and offers a new, innovative way to identify and measure the critical factors for successful immigrant integration.



A strong framework of support for a two-way integration process—to the mutual benefit of both immigrants and the receiving community—is essential to maintain social, cultural and economic vitality.

Figure 1: Eight Goal Areas and Metrics



## Immigrant Integration Framework Overview

The Immigrant Integration Framework is a high-level system map: a representation of the necessary and possible educational, support service and work/community activities leading to immigrant integration addressing linguistic, economic and civic integration. It offers a vision of immigrant integration that can be shared across stakeholders from education, service providers, and public agencies in a particular community to provide a shared strategy on how they, as a community, welcome and integrate newcomers into the fabric of society.

This framework is an attempt to capture the different goals that immigrant community members may be pursuing in eight Goal Maps, and identify the needs, barriers, and issues faced by these very different individuals. 'One-size-fits-all' thinking is often a problem in this work: "all immigrants need X, Y, and Z." The Goal Maps are intended to give a list of goals and opportunities that immigrants may choose, at different times, in different ways. It is important to emphasize that not every immigrant will pursue every goal, and not every program serving immigrants will provide services related to all of the goals. Rather, the goals represent the diversity of objectives and pathways that adult immigrants may be pursuing when they seek out education or community institutions.

A guiding principle in the development of the framework was that it should be as much a tool to inventory immigrant contributions, as one to identify needs. It should also be an assessment tool to measure an institution or community's capacity to support the integration of immigrants. In this way, it should identify where there are gaps or needed additional supports.

In all stages of the development of the framework, an innovation that attracted great interest and support was the idea that metrics should be identified to measure progress. These metrics or milestones add accountability to the effort to support immigrants. Metrics can also engage the immigrant with a new sense of agency or self-authoring (imagine a digital badge achieved). Agreed upon metrics can be used in what is sometimes called "collective impact" work, with data about successes collected across sectors to aggregate information about what works. Without question the current goal areas and associated metrics are a work in progress but the current framework allows immediate testing to begin. ALLIES, SBCAE and the other partners intend this current progress report to lead to expansion and refinement of the framework, the goal areas and the metrics.

The framework proposes eight high-level goal areas, each of which is related to one or more of the three domains of immigrant integration: linguistic integration, social integration,



economic integration. All eight areas present Goal Maps, which suggest there is incremental progress possible in each area; one milestone may enable the achievement of the next. Similarly, each of the Goal Maps will not exist in isolation; skills and outcomes in one goal area are linked to those in another. The expectation is that additional goals and milestones will add to the utility of the framework. See Figure 1: Eight Goal Areas and Metrics.

## Recommendations and Next Phase

The Immigrant Integration Framework provides the opportunity for individual institutions and service provider organizations to take immediate action to improve the integration experience of individuals in their community. It can also be used to aggregate data across systems and regionally to review what's working and to identify gaps in the community of practitioners. It may also promote long-term systematic impact through local, state, and federal policy changes. Central to the motivation for this framework is the desire to validate and improve the impact made by schools, colleges, community-based organizations, libraries, government social services, and non-profits. In the accountability provided by the Goal Maps' metrics, there is the hope that public policy will increasingly acknowledge the return on investment. What gets measured gets done. What gets measured may get funded. The table on the next page outlines some possible uses of the framework.

The next phase of the project is to prototype tools and protocols for using the framework. Specifically, the SBCAE will include this phase in the 2017-18 Annual Plan of its activities. ALLIES will look to continue to support and be a catalyst for further development and welcomes input from others on how to best use and expand this emerging framework.

Together, our collaborative work will make institutions and services more accessible and will directly align with making communities more welcoming.

Figure 2: Possible Uses of the Framework

USER GROUP	POSSIBLE USES
<b>Individual Immigrant</b>	<ul style="list-style-type: none"> <li>■ goal setting tool</li> <li>■ connect people to resources</li> <li>■ assessment tool</li> </ul>
<b>Policymakers</b>	<ul style="list-style-type: none"> <li>■ use immigrant integration metrics validate services to immigrants</li> <li>■ evaluate services against immigrant integration outcomes</li> <li>■ identify gaps in services</li> <li>■ support and expand community resources</li> </ul>
<b>Regional Multi-Sector Collaboratives</b>	<ul style="list-style-type: none"> <li>■ enhance collaboration</li> <li>■ assess landscape of immigrant integration services</li> <li>■ improved referral system, warm hand off</li> <li>■ common set of metrics</li> <li>■ build no wrong door infrastructure</li> </ul>
<b>Community members</b>	<ul style="list-style-type: none"> <li>■ awareness and understanding of immigrant integration</li> <li>■ identify shared goals</li> <li>■ community dialogue</li> <li>■ understanding of the role of receiving community</li> </ul>
<b>Workforce Development Agencies</b>	<ul style="list-style-type: none"> <li>■ collaboration opportunities with adult education and service providers</li> <li>■ streamlining of services</li> <li>■ accelerating immigrant's career success</li> </ul>
<b>Employers</b>	<ul style="list-style-type: none"> <li>■ understanding of unique needs and contributions of immigrants</li> <li>■ workplace based immigrant integration services</li> <li>■ hiring of foreign educated professionals</li> </ul>
<b>AEBG Consortia</b>	<ul style="list-style-type: none"> <li>■ validate all aspects of immigrant integration</li> <li>■ include metrics for immigrant integration</li> <li>■ invest in community partnerships to better serve immigrant students</li> </ul>
<b>Education and Community Organization leadership</b>	<ul style="list-style-type: none"> <li>■ program design</li> <li>■ integrated services</li> <li>■ collaboration across service providers</li> <li>■ case management, counseling, advising students or clients</li> <li>■ professional development opportunities</li> </ul>
<b>Education: classroom</b>	<ul style="list-style-type: none"> <li>■ connecting students to resources</li> <li>■ curriculum design</li> </ul>

When meeting the needs of immigrants to create a better life for themselves, we also lift up communities in ways that benefit everyone. As a nation of immigrants, it is critical to support the civic, educational and economic success of all who call America home.

# INTRODUCTION

## The Need for Immigrant Integration

Historically, immigrants' contributions to U.S. society have been inextricably linked to the nation's progress as a whole. However, the success of immigrants in this country is reliant on how well they integrate into society. Any review of national and state demographics reinforces how this historic fact is even more apparent now.

Systemic changes are needed to accomplish integration more efficiently and more quickly, tools and resources must be identified that will empower individuals, communities and institutions to be adequate to the task. A strong framework of support for a two-way integration process—to the mutual benefit of both immigrants and the receiving community—can both be a lens through which to measure a community's readiness, and a map of possible pathways for supporting the individual immigrant.

Our project identifies a comprehensive framework and measurable outcomes of immigrant integration. The need to explore tools and practices that can accelerate integration, and achieve systems' change is more urgent than ever. The goal of integration demands much of the institutions that promote development and growth within society to understand and require multiple supports and systems, including early childhood care; access to appropriate elementary, postsecondary, and adult education opportunities; career pathways and workforce development; health care; civic engagement; provision of government services to communities with linguistic diversity; and much more. As a nation of immigrants, it is critical to support the civic, educational and economic success of all who call America home.

In Silicon Valley, the Immigrant Integration Framework project came together to address this need and opportunity to collaborate and innovate for a holistic strategy that reflects a wide range of immigrant needs. No single pathway to integration will suit all immigrants, and it is not the intent of this project to proscribe a "one-size-fits-all" strategy. The aim of this project is to build a multi-pronged strategy that captures the diverse assets, needs and goals of the immigrant community, and allows for a "no wrong door" framework, where immigrants have access to the full spectrum of integration services available to them, regardless of their point of entry into the



system. The integration process must be undertaken by a variety of parties working together to leverage the assets, identify gaps, and meet the goals of individual immigrants.

When institutions and organizations in the immigrant and receiving communities are collaborating and aligned, they can mobilize the power of both groups. When meeting the needs of immigrants to create a better life for themselves, we also lift up communities in ways that benefit everyone.

## Investing in California's Future

In California more than one-quarter of the state's residents are immigrants, and almost half of those are citizens. Nearly 60% of children in California have at least one immigrant parent, and together, they make up over 40% of the California population.

In Santa Clara County, the immigrant share of the population is at its highest point since 1870; approximately 655,000 immigrants live in the County, comprising 37% of the region's population. 51% of the County residents speak a language other than English at home. Among other major immigrant hubs in the state, Santa Clara County has the largest and most diverse share of immigrants. While nearly a quarter of the region's immigrants come from Mexico (23%), more than half of the rest come from countries across Asia.

Immigration especially impacts the region's youngest population. About 1 in 10 children in the County is an immigrant and

60% have at least one immigrant parent. Residency status remains a pressing issue in the County. It is estimated that 183,500 Santa Clara County residents are undocumented. Many undocumented residents live in so called mixed-status families, where some family members may have legal residency status and others may not. About 77% of unauthorized residents are living with citizens, and 37% are living with their own citizen children.

Immigrants in Santa Clara County are also more likely to be in their prime working years, with 74% of foreign-born residents over the age of 16 falling in the 25-to-44 and 45-to-59 age bands (compared to 57% of those who are native born). More importantly, those who are 25 to 44 years old will continue to play a key role in the country's labor force for decades to come.

The complexity of immigrant communities in the Silicon Valley suggests clearly that one size does not-fit-all. There is an in-

credible diversity in language and country of origin. The largest share of residents in Santa Clara County are Asian, with White being the second most common, followed by Hispanic. 52.7% of Santa Clara County residents are speakers of a non-English language. That is higher than the national average of 21.5%. The most common language is Spanish, followed by Chinese, and Vietnamese.

Perhaps the most notable factor in the diversity of the Silicon Valley immigrant community is the disparate circumstances and motivations for immigration, which may lead to different goals, assets and need. This region is home to highly-skilled, educated professionals, refugees, individuals with low levels of formal education in their countries of origin, workers on H visas and undocumented immigrants, all contributing to the rich fabric and current and future successes of the region and the State.

## THE LANDSCAPE: CURRENT IMMIGRANT INTEGRATION EFFORTS

Existing efforts at the national, state, and local levels provide a strong foundation for a holistic, two-way strategy to immigrant integration. Here are a few examples:

### National Immigrant Integration Initiatives

Recent years have seen an increasing number of Immigrant Integration initiatives at the national level. Welcoming America, launched in 2009, leads a movement of inclusive communities across the United States that want to make their region more welcoming to all. The 9th National Immigrant Integration Conference, held in December 2016 in Nashville TN, saw a gathering of more than 1000 participants engaging in conversation and strategy around immigrant integration in the United States. At the conference, the need for a comprehensive, multi-sector and collaborative strategy to immigrant integration clearly emerged, especially in light of the 2016 U.S. presidential election and recent developments in Europe.

### California State Government

In recent years, over 20 pieces of state legislation were passed directly addressing immigrant status and supports. Examples include AB-60, requiring the Department of Motor Vehicles to issue an original driver license to an applicant who is unable to submit

satisfactory proof of legal presence in the United States, and SB-1159 providing opportunities for career licensing regardless of immigration status. In order to understand how these legislative initiatives connect and explore further opportunities to support California's immigrant population, the Governor added a Director of Immigrant Integration position to his Cabinet in 2016.

### Santa Clara County

At the County level, the Santa Clara County Office of Immigrant Relations (OIR) has served as a leading resource that has helped local governments and other entities understand the issues, needs, and contributions of immigrants. OIR has worked with local agencies on immigrant integration programs and helped prepare hundreds of community members for civic engagement and cross-cultural understanding. The mission of OIR is to:

- Provide ongoing analysis of local impacts, to ensure effective planning in response to various policies and practices that affect immigrants
- Promote effective coordination of services, to facilitate full inclusion of immigrants and entire immigrant communities
- Identify, promote, and apply best practices in immigrant integration



- Provide ongoing research and analysis of existing and emerging immigrant community needs
- Heighten community awareness of immigrant contributions
- Collaborate and support organizations working to improve the lives of immigrants

The City of San Jose's Office of Immigrant Affairs was established in 2015 for the purpose of creating a more informed, engaged, and welcoming experience for immigrants; increase opportunities for shared prosperity, and aim for San Jose to become the most successful multi-cultural city in the world. The city of San Jose formally adopted a Welcoming San Jose plan in 2016.

Both offices regularly collaborate on launching new initiatives serving the immigrant community in Santa Clara County.

### San Mateo County

San Mateo County has a new Office of Immigrant Support and Coordination (OISC) <http://hsa.smcgov.org/oisc>, which provides extensive information on available ESL classes, legal services resources, and social services available to immigrant residents within the county. A partnership with the County

Library network will install Citizenship Corners, where immigrants can get information on how to apply for citizenship, as well as DVD's, flash cards, and other study materials. Materials are made available free of charge by the US Citizenship and Immigration Services (USCIS), and demonstrate a unique collaboration between the County and the federal immigration entity. East Palo Alto and Foster City libraries are currently piloting this service, with the goal of making one available in each of the county libraries.

On September 21, 2017 San Mateo County held its first Immigrant Integration Summit

<https://immigrantsummit-smc.org>

<https://hsa.smcgov.org/blog/2016-10-27/immigrant-integration-summit-presentations>

On Feb. 13, 2017 Redwood City's City Council announced Redwood City as a Welcoming City, a designation created by Welcoming America, <https://www.welcomingamerica.org/>. This national program supports communities in their efforts to promote inclusiveness, mutual respect and cooperation throughout the community.

# THE IMMIGRANT INTEGRATION FRAMEWORK PROJECT: GENESIS AND PURPOSE

## Genesis of the Immigrant Integration Framework

The 150-year history of public adult education in California, first in the local school districts and later in the community colleges, has consistently demonstrated that a unique role of adult education ESL and citizenship programs has been to be a first stop for non-English speaking immigrants in California. As more rigor and accountability is asked of adult education ESL programs, especially in preparing adults for careers, many regional practitioners expressed a need to maintain that role of “newcomer center.” The present framework is intended to maintain that historic mission of immigrant integration, and to do it more effectively with the same structure and rigor as career preparation. The development of the framework was seen as not replacing a focus on career preparation, but rather a way to make those career pathways accessible to all.

Founding partners of this project are

- The Alliance for Language Learners’ Integration, Education and Success (ALLIES): a coalition of adult schools, community colleges, and community-based organizations in Silicon Valley, promoting collaboration across ESL providers and supporting innovative multi-sector partnerships
- The South Bay Consortium for Adult Education (SBCAE): an Adult Education Block Grant (AEBG) consortium made up of four colleges and five adult schools, collectively serving over 30,000 adult education students in Santa Clara County

The ambitious Immigrant Integration Framework is an attempt to address the full spectrum of immigrants’ needs, assets and goals and offers a new, innovative way to identify and measure the critical factors for successful immigrant integration. A principal innovation is the development of common metrics to assess movement toward integration. This enables the aggregation and analysis of data regarding adults’ progress toward immigrant integration outcomes.

The adoption of common metrics can have a significant impact on the immigrant integration services landscape. Not only will organizing service providers be able to potentiate each other’s work, but also examine a high-level representation of what exists and what is lacking in educational, support service and community resources required for linguistic,



economic and civic integration. The project suggests that tools may be developed not only to support the progress of individual immigrants, but also to assess the readiness of the welcoming communities.

## What Needs and Audiences Drove the Development of the IIF model?

More than the acquisition of basic English literacy, individual immigrants often experience marginalization due to the lack of knowledge or understanding of processes and resources available to them. The intent of the following framework and pathways is to respond to the multiple goals that adult immigrants may have, and show examples of the major milestones involved in the progression towards those goals. It also suggests the interrelationships among those milestones.

The framework may assist educational and service providers to develop tools that map out which pathways are feasible, what barriers or gaps immigrants may face, and where to find resources. A unified way of thinking about immigrant integration will facilitate collaboration across service providers in the region. What’s more, shared measures of progress will facilitate tracking student/client outcomes.

As the state recovered from the economic crisis of 2009, state policy makers wanted to fund public adult education, as well as develop connections among adult education providers that hadn’t previously existed. Legislation first mandated an exhaustive two-year regional planning process for adult

education (AB86) and then funded implementation of those regional plans (AB104). 71 regional consortia were formed around the state, connecting K-12 school districts' adult schools, community colleges, as well as community partners. In Santa Clara County the third largest consortium in the state was formed, the South Bay Consortium for Adult Education (SBCAE), connecting five adult schools and four colleges. In the 2013-2015 planning process, meetings were held with a broad range of community stakeholders, employers and workforce development experts, faculty, focus groups of students, and consultants with special expertise. Quantitative and qualitative data was reviewed, gaps identified, and an ambitious three-year regional plan was developed and approved. In addition to some expected goals – aligning curriculum, increased support services, articulated career pathways – the SBCAE Regional plan, and subsequent annual iterations of it, specifically addressed the need for greater immigrant integration for adult English learners. Consistent with the consortium's explicitly stated values supporting educational equity, and social and economic justice, the SBCAE included an additional and intentional focus on the specific goals and needs of adult immigrants. The first annual list of activities to implement the regional plan suggested not only continued prioritization of immigrant integration in the consortium's ESL programs, but identified the pressing need to have metrics to show progress. The SBCAE sought to demonstrate to local and state policymakers the importance of adult education as a vehicle of immigrant integration, and viewed the accountability of having report metrics a critical part of that advocacy. The collaboration with ALLIES to produce the current framework helps advance this argument, and will certainly challenge current practices in ESL programs to be more accountable by reporting the impact of adult education.

## Principles

The following are guiding principles underlying the framework:

### More than learning English

The Immigrant Integration Framework offers a comprehensive vision for immigrant integration. A holistic, multidimensional strategy to immigrant integration will support immigrants' overall success. Progress in one area will lead to better outcomes in another area. For example:

1. reliable access to childcare and transportation will improve immigrants' ability to attend ESL classes.

2. building social capital and cross-cultural understanding will increase one's chances of successfully entering the workplace
3. learning English and understanding the school systems will enable parents to advocate for their needs and support their children's education.
4. working simultaneously towards immigrant integration milestones will accelerate and increase career success for those pursuing employment.

### No one-size-fits-all

The proposed Goal map, acknowledges that there is no "one-size-fits-all" diagram that combines the multiplicity of goals, needs and assets of our diverse immigrant communities. Furthermore, most people do not have just one single goal or focus. In our daily lives, each of us is juggling family, work, paying the bills, and planning for the future. Rather than suggest a generic pathway, this multipolar framework illustrates potential progressions, milestones, and goals across a wide range of life themes.

One goal of this framework is to help us build a multi-pronged strategy that captures all of the diverse assets, gaps, needs and goals of our communities, while still being broad enough to be useful in a "no wrong door" type of framework.

### Two-way assessment tool

1. On the individual level, elements of the framework can be used to help initiate and focus a dialogue with the student or client. Also, the framework offers a range of choices and possibilities, but would be overwhelming to apply to any single immigrant alone. Its intent is to provide a map, but not mandate all the destinations possible.
2. On the provider, institutional, or systemic level, it can help guide the development of metrics to show how immigrants are progressing along each dimension of integration. It can also be used to inform assessment for curriculum, organizations or systems to highlight gaps in existing resources or access to resources.

### Assets-based model

The Immigrant Integration Framework is a tool for assessing the unique contributions of immigrants as well as determining areas of growth. Identifying assets to build on is critical in building self-esteem and ownership of one's individual pathway.

# METHODOLOGY AND TIMELINES

## Framework Development Process

As described above, the Immigrant Integration Pathway project originated in 2016 when ALLIES launched a major initiative to define a framework to assist immigrants in meeting multiple goals. Two years earlier the SBCAE had identified a similar goal. A four-person project team from ALLIES and the SBCAE engaged another community partner, Working Partnerships USA, to manage the overall project. The project team formed a 'design group' of representatives from community colleges, adult schools, community based organizations and local public agencies. This design group provided guidance and input at regular intervals.

The design group met multiple times in Spring 2016 to review research, local data, and proposed maps of goal areas. In July 2016, the project team held an Immigrant Integration Forum, where over 50 attendees, representing multiple community-based organizations and education providers, had the opportunity to review the design of the framework, and to provide input on the initial concept maps. In addition to this Immigrant Integration Forum, the project leadership engaged different stakeholders, individually and in focus groups (i.e. meetings of the SBCAE Transition Specialists—student advisers from all nine institutions in SBCAE). Also, the framework was vetted at two ALLIES ESL Provider Network meetings, where ESL and service providers from San Mateo and Santa Clara counties had opportunity to review and question the concept maps and their potential use.

The concept maps were tested as real-life intersecting and interdependent pathways, in interviews with adult English language learners whose responses were integrated into the framework development and final product.

## Structure of the Immigrant Integration Framework

The Immigrant Integration Framework is an ambitious attempt to capture the different goals that immigrant adults may pursue, and suggest ways to address the multiple needs and barriers of these very different individuals. It is important to emphasize that not every immigrant will pursue every goal, and of course not every program will provide services related to all of the goals. Rather, the goals represent the range of objectives and pathways that adult immigrants may be pursu-

ing when they seek out education or resources in the community.

Research and practitioner wisdom have given us language to talk about immigrant integration. Immigrant integration is commonly defined as a dynamic, two-way process in which immigrants and the receiving society work together to build secure, vibrant, and cohesive communities. Immigrant integration means people are able to succeed in American society through progress in three overall areas: Linguistic integration, Economic integration and Social integration.

Linguistic Integration calls for students, teachers, advisors, counselors, and education leaders to connect and collaborate to achieve equity and access for adult immigrant learners. Collaboration will need to happen from the classroom to the highest levels of the educational institution. Innovative educational practices, curriculum, and non-instructional supports will ensure that more adult immigrant students have the language, academic, career, and technology skills they need to achieve their educational goals. Providing educational pathways for adult immigrants is also a two-generational strategy with a documented return on investment evidenced by greater educational achievement for the children of these adult learners.

Economic Integration is facilitated by the shared values of equity and diversity and commitment to create an economy that gives everyone the opportunity to succeed. Economic Integration harnesses the capacity, creativity and innovation of



immigrants. Employers, businesses, and city, county, and state tax revenues will benefit more when all adult immigrants bring the necessary preparation, skills, diverse perspectives and creativity to the workplace. The Economic Integration Goal Maps of this framework provide a pathway for adult immigrants to adapt the knowledge and skills they already have and also to get the knowledge and skills they need for jobs and careers with family-sustaining wages. Regional economies need this career preparation for immigrants now, and sustainable growth will only happen if we do a better job than we are doing. Projected demographic reality confirms that if immigrants continue to be disproportionately marginalized from career training, regional economies will not sustain growth.

Social Integration assumes that greater agency is possible for an immigrant when the local landscapes of culture and power are familiar. Stakeholders in the community benefit when the values of equity and diversity are called out and supported by all. Everyone wants to live in communities that are safe, free from fear and healthy. Safety, security, health, and happiness can be achieved when immigrants are welcomed and included and when their contributions are recognized and valued. Inclusion can be accelerated when immigrants are given the information and social capital to achieve it. The Goal Maps provide many ways for adult immigrants to share the skills and knowledge that they have with the community and to get the skills and knowledge that they need to integrate into the new community that they have joined.

The ALLIES Immigrant Integration Framework presented in this white paper expands on these three areas by introducing eight high-level immigrant integration goals along with associated metrics:

- A. Economic Security**
- B. Educational and Career Advancement**
- C. English Language Proficiency**
- D. First Language Literacy**
- E. Credentials and Residency**
- F. Providing for Children and Family**
- G. Health and Well-Being**
- H. Participation in Civic and Community Life**

## Metrics

Identifying metrics or milestones associated with each of the eight immigrant integration goals will enable users to

**A strong framework of support for a two-way integration process – to the mutual benefit of both immigrants and the receiving community – is essential to maintain social, cultural and economic vitality.**

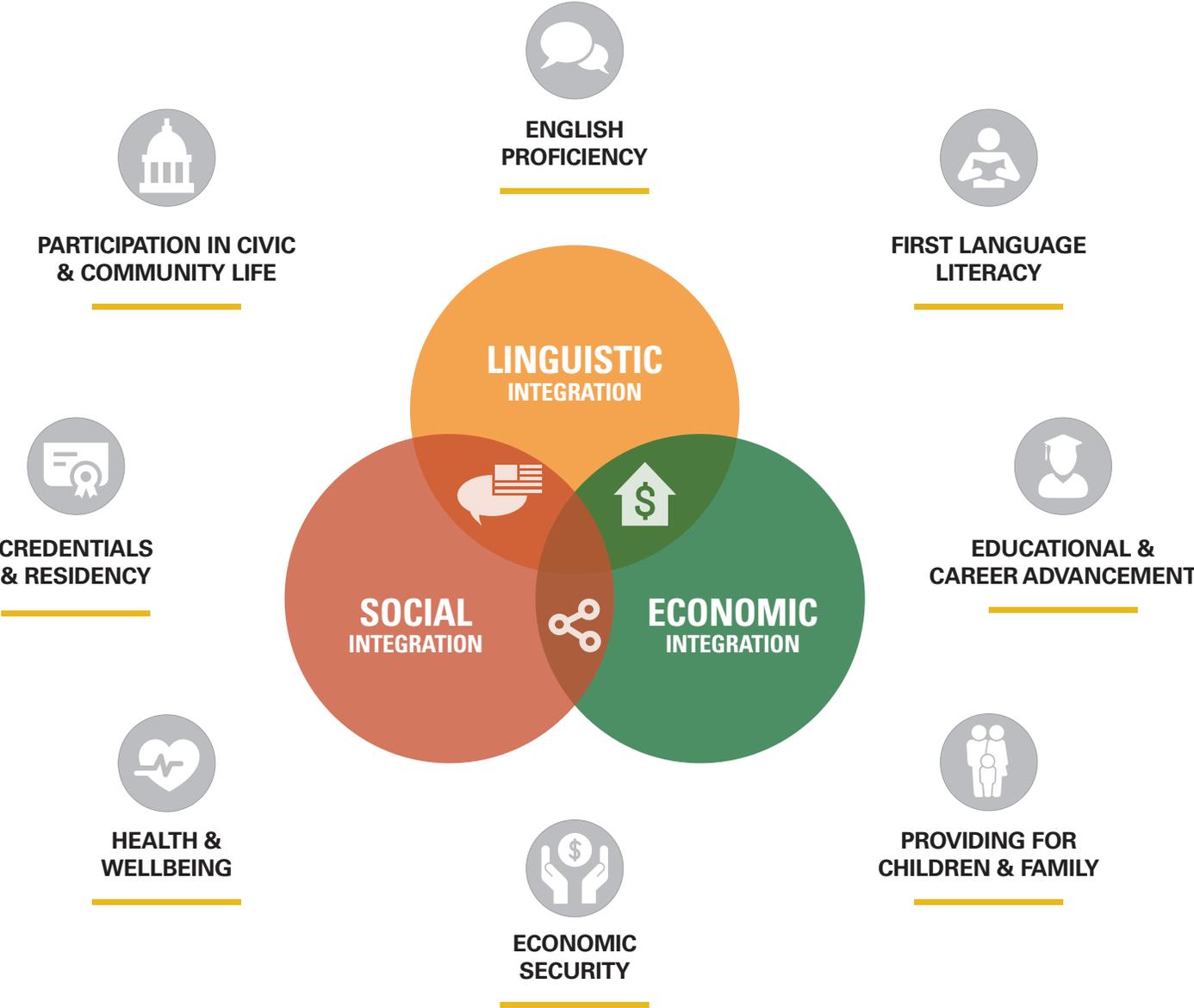
demonstrate progress towards integration. That such metrics may be aggregated, analyzed and reported is the central contribution of this framework project. Data will be critical as the state’s adult education reform initiative moves forward. The adage “what gets measured gets done” is true in adult education and beyond. A framework that measures immigrant integration will enhance a state’s adult education system. Shared measurement of immigrant integration across service providers can also serve as the basis for successful collaboration and improved outcomes for the individuals served. Making a positive difference for immigrants is the primary purpose of the framework. In addition, widespread adoption of this framework may influence state policy to broaden its strategy and include immigrant integration in a common set of core metrics.

During the development of the framework the following definitions and uses of the proposed metrics emerged:

- Can be used by individuals as well as service providers—common metrics can help assess if an individual is progressing and/or practices are effective
- Measurable—qualitative /quantitative
- Achievable—milestones that are achievable within reasonable timeframes
- Can be a tool for the immigrant to have ownership of their progress, with the ability to see how incremental gains are related to longer-term goals.

This framework is a work in progress. The metrics presented are dynamic and not definitive. In the next prototyping phase of the project, practitioners will drive further refinement of the framework metrics.

Figure 4: Overview of the Immigrant Integration Framework



# IMMIGRANT INTEGRATION FRAMEWORK

## How To Read the Goal Maps

Each Goal Map consists of three main parts: the central Goal; the main Strategies; and the Supporting Objectives.

Each strategy is a distinct pathway towards achieving the Goal. Each strategy can be pursued independently of the others, although an individual or a program may choose to combine several strategies. There is no intent to suggest that every individual will pursue every strategy.

Connected to each strategy on a Goal Map are a number of Supporting Objectives. These represent intermediate objectives that promote progress towards the goal, or that may be necessary to overcome barriers toward goal attainment.

The Supporting Objectives included in each Goal Map are intended to illustrate the range of considerations that may be beneficial in making progress towards the goal, depending on an individual's assets, needs and strategy. Different individuals may pursue different objectives, depending on their situation. Individuals may need to pursue multiple objectives simultaneously or in sequence in order to progress towards their goals.

In summary:

- The **Goal** is the long-term outcome that the individual or program seeks to achieve.
- The **Strategies** represent different pathways towards that Goal.
- The **Supporting Objectives** are intermediate steps that may support progression towards the Goal.

## How to Use the Sample Metrics for Each Goal

Examples of individual-level metrics are listed for each Goal. These metrics can be used to assess an immigrant's progress in achieving milestones toward their goals, or to generate ideas for achievable steps that can help them move towards their goal.

These sample metrics are intended to provide a "menu" of possibilities for your selection. Not every metric will be appropriate for every situation.

Each list of metrics is hardly comprehensive. Rather, we have identified a few of the most commonly used metrics related to each Goal and translated them into a common framework to provide examples of the types of milestones that can be measured at an individual or program level, or cross sector among multiple providers.



# GOAL MAP A

## ECONOMIC SECURITY

Attaining, maintaining, or increasing Economic Security for oneself and one's family is an important goal for the vast majority of adult immigrants. Whether the need is immediate financial stability, long-term savings, or anything in between, many immigrants who are seeking education, information or services are motivated at least in part by an economic goal. When surveyed as to their motivation to learn English, adults in ESL programs inevitably proclaim "to get a better job" as their top priority.

The pursuit of Economic Security may be closely linked with several other goals presented in the other parts of this section. Depending on an individual's circumstances, their path to Economic Security may lead them to take steps towards English Proficiency, First Language Literacy, Education and Career Progression, Credentials and Residency, or increased Participation in Civic and Community Life. Economic Security may also be an important consideration for those who are pursuing other goals, such as Providing for Family and Children or Health and Well-Being.

*Goal Map A: Economic Security* identifies four main strategies by which a person might seek to achieve economic security. The map includes objectives for attaining each strategy and lists the associated metrics for assessing progress towards this goal.

### Strategy : Employment and Career Progression

One of the most common strategies to economic security is to increase one's earnings through Employment and Career Progression; that is, through finding a job (if unemployed), moving to a better job, or progressing in one's career.

### Strategy: Meeting Essential Needs and Managing Household Expenses

For households trying to manage a budget, the flip side of increasing income is stabilizing costs. This is especially important to individuals on a fixed income or with extremely low income, whose primary strategy to economic security may be Meeting Essential Needs and Managing Household Expenses. This strategy also emphasizes accessing lower-cost options for specific needs, such as CalFRESH food



stamps, public programs for health care, or low-income assistance with utilities, which may be a major goal for individuals who are working, but struggle to keep up with the high cost of living.

### Strategy: Asset Building and Asset Protection

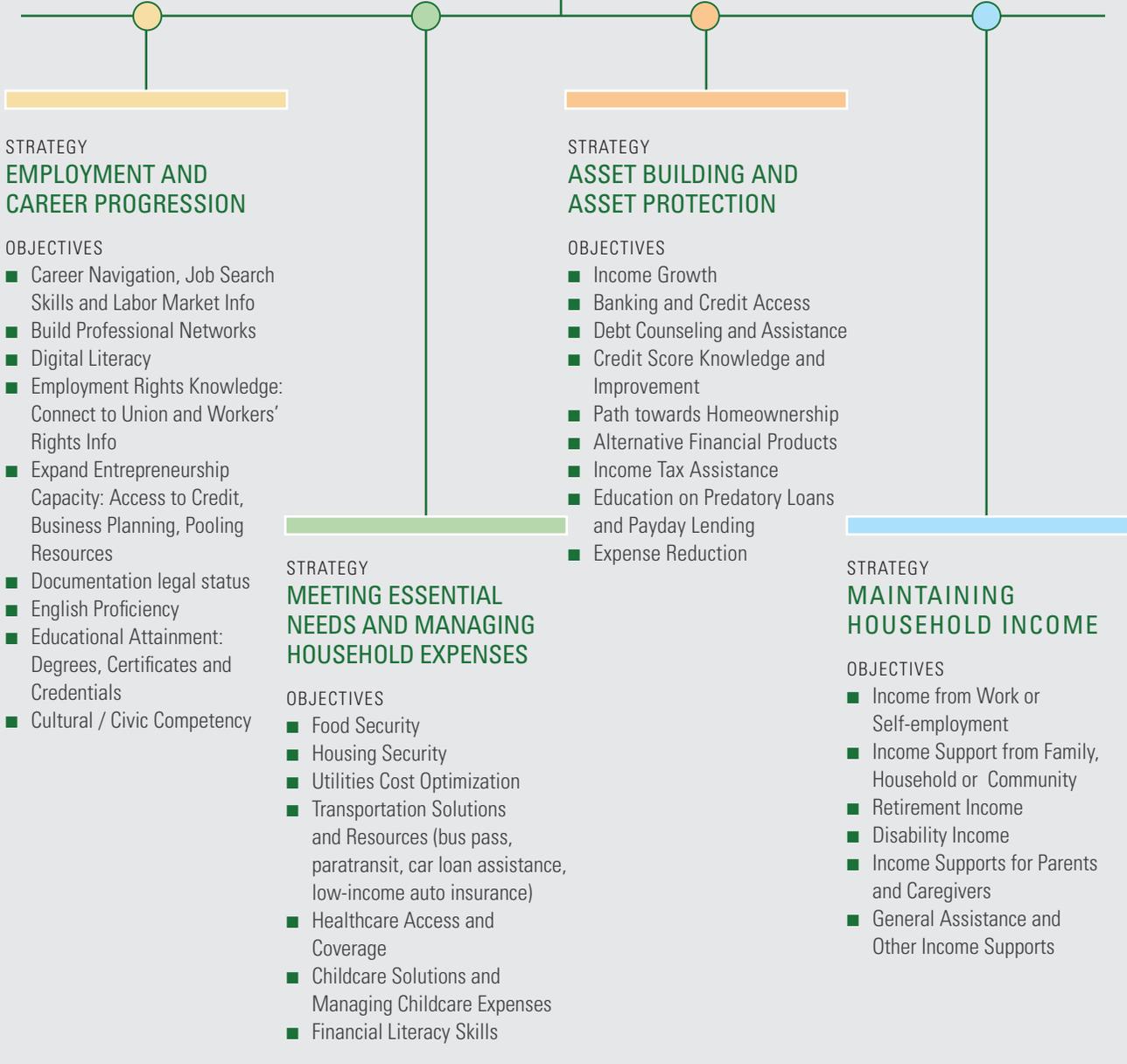
Building assets (and/or reducing debts) helps people to maintain economic security even in the face of fluctuating incomes or unexpected expenses. The strategy of Asset Building and Asset Protection is important to anyone who wants to buy a home, improve their credit, obtain a loan, reduce debt payments, plan for college or retirement, or simply save for a rainy day.

### Strategy: Maintaining Household Income

In addition to earnings from a job or self-employment, individuals and families often rely on a variety of other resources for the purpose of Maintaining Household Income. For example, a senior citizen may rely on retirement income, or a full-time caregiver may need to access CalWORKs benefits. Even people who earn income from paid employment often rely on supplemental income from public programs or financial support from family, friends or their community.



# GOAL MAP A: ECONOMIC SECURITY



## STRATEGY EMPLOYMENT AND CAREER PROGRESSION

### OBJECTIVES

- Career Navigation, Job Search Skills and Labor Market Info
- Build Professional Networks
- Digital Literacy
- Employment Rights Knowledge: Connect to Union and Workers' Rights Info
- Expand Entrepreneurship Capacity: Access to Credit, Business Planning, Pooling Resources
- Documentation legal status
- English Proficiency
- Educational Attainment: Degrees, Certificates and Credentials
- Cultural / Civic Competency

## STRATEGY ASSET BUILDING AND ASSET PROTECTION

### OBJECTIVES

- Income Growth
- Banking and Credit Access
- Debt Counseling and Assistance
- Credit Score Knowledge and Improvement
- Path towards Homeownership
- Alternative Financial Products
- Income Tax Assistance
- Education on Predatory Loans and Payday Lending
- Expense Reduction

## STRATEGY MEETING ESSENTIAL NEEDS AND MANAGING HOUSEHOLD EXPENSES

### OBJECTIVES

- Food Security
- Housing Security
- Utilities Cost Optimization
- Transportation Solutions and Resources (bus pass, paratransit, car loan assistance, low-income auto insurance)
- Healthcare Access and Coverage
- Childcare Solutions and Managing Childcare Expenses
- Financial Literacy Skills

## STRATEGY MAINTAINING HOUSEHOLD INCOME

### OBJECTIVES

- Income from Work or Self-employment
- Income Support from Family, Household or Community
- Retirement Income
- Disability Income
- Income Supports for Parents and Caregivers
- General Assistance and Other Income Supports

## METRICS

1. Monthly income (% change and total income change over past 12 months)
2. Meets the applicable Self-Sufficiency Standard
3. Has a bank account
4. Is free of revolving consumer debt
5. Has an emergency fund to cover living expenses
6. Level of food security
7. Level of housing stability

## Metrics Definition

METRIC	DEFINITION
<b>1. Monthly Income</b>	Income earned in the last month. This can be assessed over time to analyze the percentage change over the last year in percentage and absolute terms.
<b>2. Meets the applicable Self Sufficiency Standard</b>	<p>The California Family Economic Self-Sufficiency Standard (Self-Sufficiency Standard) quantifies the costs of basic needs for California's working families. Many policymakers, advocates, services providers, foundations, and families use the Self-Sufficiency Standard to make informed decisions on working family issues. It measures the minimum income necessary to cover all of a non-elderly (under 65 years old) and non-disabled individual or family's basic expenses—housing, food, child care, health care, transportation, and taxes—without public or private assistance. The California Self-Sufficiency Standard is available for all 58 counties across the state. This tool allows you to look up the Self-Sufficiency Standard for a specific county and household type in California.</p> <p><i>For the Self-Sufficiency Standard thresholds, see: <a href="http://insightccd.org/tools-metrics/self-sufficiency-standard-tool-for-california">http://insightccd.org/tools-metrics/self-sufficiency-standard-tool-for-california</a></i></p>
<b>3. Has a bank account</b>	Ownership of a bank account
<b>4. Is free of revolving consumer debt</b>	<p>Lack of (revolving consumer) debt.</p> <p><i>Source: SparkPoint</i></p>
<b>5. Has an emergency fund to cover living expenses</b>	<p>Savings to cover living expenses if unemployed. Can be measured for 3 and 6 months.</p> <p><i>Source: EMPATH 2016; OECD 2015</i></p>
<b>6. Level of Food Security</b>	<p>Ability to meet food needs is measured on a scale, from the least to the greatest food security:</p> <ul style="list-style-type: none"> <li>■ Chronic and severe food insecurity; not receiving CalFresh (food stamps)</li> <li>■ Moderate food insecurity; may have CalFresh benefits but they are inadequate</li> <li>■ Can meet basic food needs with reliance on public assistance (e.g., CalFresh) or caregiver</li> <li>■ Can meet basic food needs without public assistance</li> <li>■ Can regularly purchase food beyond what is necessary for basic needs</li> </ul> <p><i>Source: Opportunity Youth Partnership 2016</i></p>
<b>7. Level of Housing Security</b>	<p>Ability to meet housing needs is measured on a scale, from the least to the greatest housing security:</p> <ul style="list-style-type: none"> <li>■ Homeless (including couch-surfing) or threatened with eviction</li> <li>■ Not homeless, but at least one of three conditions is present: (1) in transitional, temporary or substandard housing; (2) current rent or mortgage payment is unaffordable (over 33% of pre-tax income); (3) housing is not safe</li> <li>■ In stable housing that is safe but only marginally adequate</li> <li>■ In safe and adequate subsidized housing</li> <li>■ In safe and adequate unsubsidized housing</li> </ul> <p><i>Source: Opportunity Youth Partnership 2016</i></p>

## GOAL MAP B

# EDUCATIONAL AND CAREER ADVANCEMENT

*Educational and Career Advancement* can be pursued in many different ways, depending on individuals' motivation, assets and circumstances. Access to education – whether through a degree program or formal course of study, a non-credit or enrichment class, or a drop-in workshop—is critical to empowering immigrants' capacity to progress towards any goal.

Educational achievement and career advancement are two distinct and independent pathways. Many people seek educational advancement for reasons other than an immediate career goal. They may educate themselves in order to better support their children's education (*Providing for Family and Children*), to learn how to improve their *Health and Well-Being*, to obtain *Credentials and/or Residency* or to increase their capacity for *Participation in Civic and Community Life*.

*Goal Map B: Education and Career Advancement* identifies five main strategies by which a person might seek to advance their education or their career:

### Strategy: Career Readiness, Employment & Advancement

This is an important strategy for many adults who are seeking to improve their economic prospects or career fulfillment. Individuals pursuing career readiness or advancement may take many different pathways depending on their starting point and circumstances. For immigrants who do not have work authorization, they may seek support to successfully work as an independent contractor or to start their own business.

### Strategy: High School Credential

For adults who did not complete a high school-level education or equivalent in the U.S. or their country of origin, a pathway towards a High School Credential (GED or HiSET) is a top priority. High school credentials open the door to many employment opportunities and higher education, as well as provide a foundation for civic and community involvement. California's public Adult Schools are the primary providers of Adult Basic Education leading to a GED or equivalent. For younger adults, nonprofit job corps or community training providers may also offer high school programs. Speakers of other languages may need to increase

their English proficiency prior to, or in parallel with high school equivalency. Spanish speakers may choose to study for and pass High School Equivalency exams in Spanish.

### Strategy: Career Technical Education

Those seeking to learn or improve their skills in a specific area may pursue Career Technical Education to improve their employment prospects. Many public, nonprofit, and for-profit providers offer varied types of career technical education. For immigrants pursuing this path, it is important that they have access to professional counseling or job advisors, as well as reliable labor market information to understand which skills or credentials are recognized by industry. Advisors can communicate the job opportunities, compensation and advancement potential likely to be open to them. Stackable certificates, which allow students to quickly achieve industry certification at a community college and may count toward a postsecondary degree, are a flexible solution for adult learners needing to balance education, work and family responsibilities. Programs serving adult English learners should advise immigrants on the difference between training and certification in their countries of origin with what is possible in California.

### Strategy: Post-Secondary Education

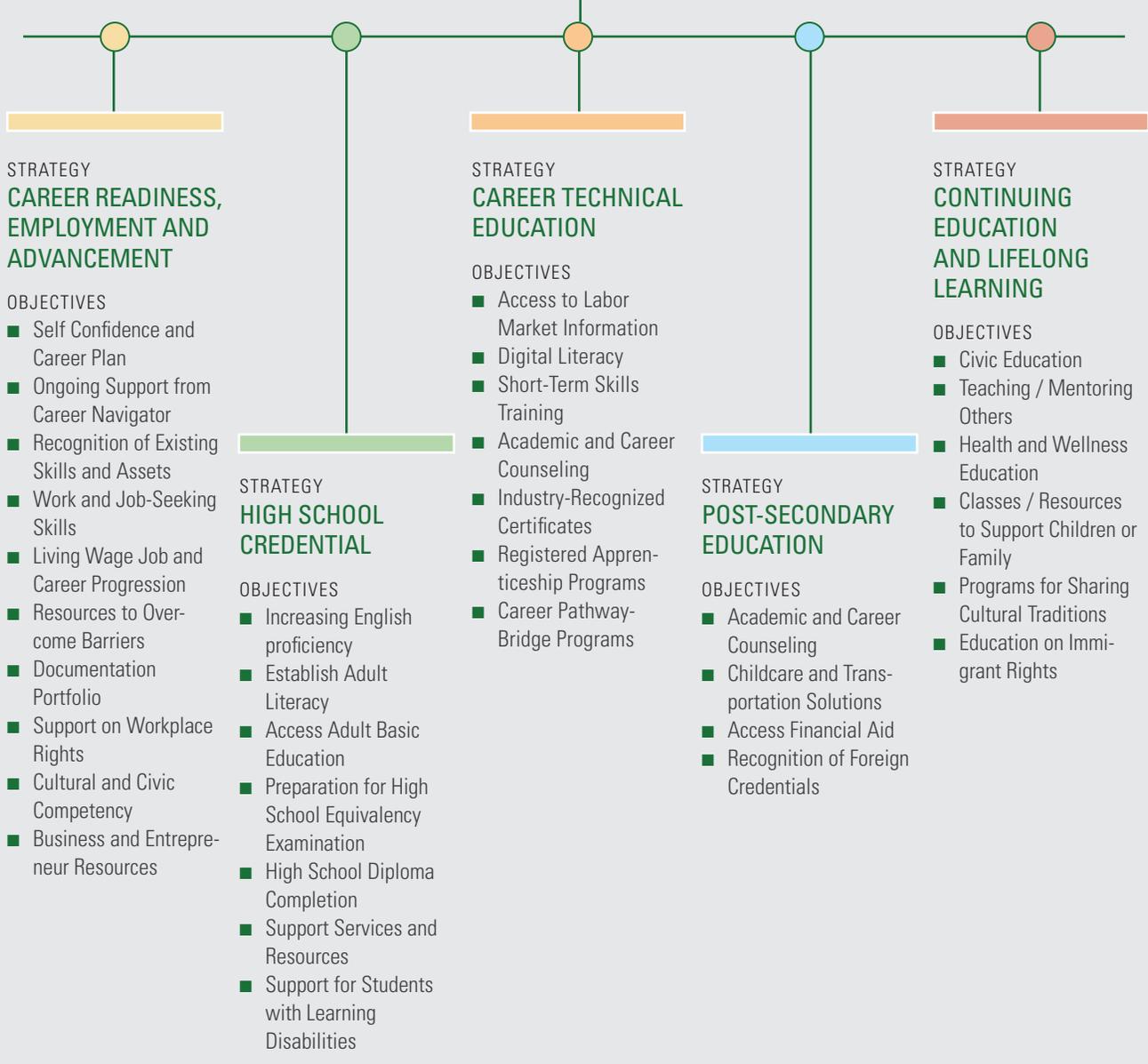
Pursuing a College and/or University degree can open many doors, but requires considerable preparation and support to achieve. Counseling and mentoring is particularly important to those who are unfamiliar with the U.S. higher education system, and those who were not exposed to a college-focused culture in their youth. Students may also be in need of material support to assist with overcoming financial barriers, transportation or childcare challenges.

### Strategy : Continuing Education and Lifelong Learning

Many immigrants may pursue Continuing Education and Lifelong Learning not for the purpose of earning a degree or obtaining immediate employment, but for purposes such as supporting their children, improving their health, or expanding their engagement with the broader community.



# GOAL MAP B: EDUCATIONAL AND CAREER ADVANCEMENT



## METRICS

1. Level of Educational Attainment
2. Employed in a Job in Area of Training
3. Net Annual Employment Earnings
4. Change In Earnings from Prior Year

## Metrics Definition

METRIC	DEFINITION
<b>1. Level of Educational Attainment</b>	<p>Attainment is measured by the highest level of education attained:</p> <ul style="list-style-type: none"> <li>■ Enrolled in Adult School and/or a high school completion program</li> <li>■ Earned a high school diploma, GED, or HiSET</li> <li>■ In post-secondary education or an apprenticeship/career training program</li> <li>■ Earned an industry-recognized certificate</li> <li>■ Earned a professional license or credential from the State of California</li> <li>■ Completed a California registered apprenticeship</li> <li>■ Earned a 2-year degree</li> <li>■ Earned a 4-year degree</li> <li>■ Earned a graduate degree</li> </ul> <p><i>Source: South Bay Consortium for Adult Education 2015; Opportunity Youth Partnership 2016; Work2Future 2016</i></p>
<b>2. Employed in a Job in Area of Training</b>	<p>Employment in the context of career advancement is defined as getting a job in a field for which the student was trained.</p> <p><i>Source: South Bay Consortium for Adult Education 2015; Opportunity Youth Partnership 2016; Work2Future 2016</i></p>
<b>3. Net Annual Employment Earnings</b>	<p>Net earnings is defined as income from work in the last calendar year. The primary method is to compare annual earnings (total earnings for the year) because many types of jobs and businesses experience seasonal fluctuations in work hours and earnings. However, recording monthly or quarterly earnings may be more appropriate for some programs in order to be able to track progress or to report on required metrics.</p> <p><i>Source: South Bay Consortium for Adult Education 2015; Opportunity Youth Partnership 2016; Work2Future 2016</i></p>
<b>4. Change in Earnings from Prior Year</b>	<p>This is a follow-up measure comparing data obtained post-exit to prior year data.</p> <p><i>Source: South Bay Consortium for Adult Education 2015; Opportunity Youth Partnership 2016; Work2Future 2016</i></p>



# GOAL MAP C

## ENGLISH PROFICIENCY

Increasing one's English proficiency is an important goal for many immigrants whose primary or native language is different. Even immigrants who are native English speakers may seek to enhance their understanding, speaking and writing ability in American English accents, vocabulary and idioms. Of course, cultural competency is embedded in language, and cultural capital may be accrued through the acquisition of English.

*Goal Map C: English Proficiency* identifies five main strategies by which a person might seek to increase their English proficiency.

### Strategy: English as a Second Language Instruction

This is most commonly pursued through adult schools or community colleges, which generally offer a sequence of courses through which English learners can progress, based on their goals and initial level. Many public libraries also offer basic ESL classes, as do some immigrant-serving community organizations (CBOs) and places of worship.

Some K-12 schools and preschools offer family literacy or family ESL, in which parents can learn and practice English to help their children succeed in school.

Individuals who are preliterate (have not learned to read or write in any language) may wish to pursue First Language Literacy—learning the basics of reading and writing in their first language – before or in parallel to learning English.

### Strategy: Independent Study and Practice

It is an important strategy to utilize either on its own or in combination with other strategies, to learn and practice the use of English in daily life. Methods to practice can include completing a self-study course, regularly watching English-language TV, or identifying a mentor or tutor. A common vehicle for achieving greater language competency is successful advancement in a workplace; there is a strong two-way interrelation between success in an English-speaking workplace and language acquisition.

Formally or informally, many English language learners also assume the role of mentor or tutor for others in their community, thereby helping others learn and improving their own skills.



### Strategy: Community Connections

English learners who are experiencing some degree of social or linguistic isolation may pursue English proficiency in order to expand their community connections. For example, improved English skills enables the immigrant to gain the confidence to shop at unfamiliar stores, visit different neighborhoods, and build relationships and community with people outside of their immediate family or language group.

For some immigrants, ESL classes provide one of the first venues where they are able to form strong connections with a community of people who speak languages other than their own. An ESL class can prepare immigrants to navigate and get involved in the multicultural neighborhoods found in a county like Santa Clara.

### Strategy: Digital Literacy

Building Digital Literacy is a critical strategy to success in many areas, and can be closely intertwined with learning English. Increased English proficiency facilitates the understanding of terminology and syntax needed for digital literacy involving English-language applications. Increased comfort with technology can open up more opportunities for English language learning and practice mediated by computer or smartphone.

### Strategy: Learning Self-Efficacy

For those who are making their initial venture into learning English, as well as those English learners who feel discouraged or stuck, the most critical approach may be to develop one's learning self-efficacy.



# GOAL MAP C: ENGLISH PROFICIENCY



## STRATEGY ENGLISH AS A SECOND LANGUAGE INSTRUCTION

- OBJECTIVES
- Family ESL
  - Basic Study Skills
  - Writing Skills
  - Contextualized Learning
  - Multi-Level Classes

## STRATEGY COMMUNITY CONNECTIONS

- OBJECTIVES
- Civic Education and Engagement
  - Diverse Friendships and Connections
  - Community in the Classroom
  - Access to Translation Services
  - Sense of Belonging in Receiving Community
  - Expanded Geographic Comfort Zone

## STRATEGY LEARNING SELF- EFFICACY

- OBJECTIVES
- Setting Meaningful Goals
  - Adopt Growth Mindset
  - Self Advocacy and Resilience
  - Belief in Efficacy of Language Learning

## STRATEGY INDEPENDENT STUDY AND PRACTICE

- OBJECTIVES
- Independent Study (textbooks, apps, online courses)
  - Conversation Groups
  - Media Consumption in Target Language
  - Academic Mentoring and Tutoring
  - Real World Language Exposure

## STRATEGY DIGITAL LITERACY

- OBJECTIVES
- Basic Technology Skills
  - Media and Social Media Awareness
  - Assessing Reliability of Online Sources

### METRICS

1. Level of English Proficiency
2. Level of Digital Literacy

## Metrics Definition

METRIC	DEFINITION
<b>1. Level of English Proficiency</b>	The ability to read, write, understand and speak in English based on the CASAS standardized test.
<b>2. Level of Digital Literacy</b>	<p>The ability to use information and communication technologies to find, evaluate, create, and communicate information. Includes basic computer skills, use of the internet, and ability to learn and use software programs for word processing, spreadsheets and presentations. Also includes information literacy: the ability to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.</p> <p><i>Source: American Library Association, 2012</i></p> <p>The Northstar Digital Literacy Project defines basic skills needed to perform tasks on computers and online. The ability of adults to perform these tasks can be assessed through online, self-guided modules: <a href="http://www.digitalliteracyassessment.org">www.digitalliteracyassessment.org</a></p> <p>Digital literacy assessment tools were developed by ALLIES partners in the context of digital literacy mini-grants. Materials can be accessed via the ALLES website: <a href="http://www.allies4innovation.org/our-work/past-projects/digital-literacy-mini-grants-2013/">http://www.allies4innovation.org/our-work/past-projects/digital-literacy-mini-grants-2013/</a></p>



## GOAL MAP D

# FIRST LANGUAGE LITERACY

Some immigrants or children of immigrants have never received formal schooling in their home language, or received very little formal schooling and never achieved full literacy. The same is true for those born in the U.S. with regards to the language of their heritage. Attaining or improving *First Language Literacy*—the ability to read and write in one’s native language—may be a goal for adults who are literate in English and seek to improve their capacity in their native language. Additional motivation may include improving communication with one’s relatives and community (see also *Participation in Civic and Community Life*), preservation of one’s heritage, or building language skills for work and business relationships (see also *Economic Security*).

First Language Literacy may also serve as a bridge for adult English learners who are preliterate, those who have not yet developed full literacy in any language. Vision Literacy estimates that 1 out of 4 adults in California are at the lowest levels of literacy<sup>1</sup>, meaning that they struggle with basic tasks like reading written instructions, food or medication packages, job applications or other routine necessities. This domain will also expose gaps in community services, in regards to the assessment of learning differences for adults. Lacking literacy in a primary language masks other significant learning differences that remain undiagnosed. While some preliterate English learner adults may choose to focus entirely on English literacy, others may benefit from developing literacy skills in their first language as a precursor to learning to read and write in English (see also *English Proficiency*). Research has found evidence that acquiring first language literacy skills can make it easier to master reading and writing in a second language.<sup>2</sup> In addition, for parents or other caregivers of children who are developing their own reading and writing skills, family literacy programs where children and parents/caregivers learn and read together can enhance children’s academic success.<sup>3</sup> (See also *Providing for Children and Family*) Depending on their initial literacy level, skill development for pre-literate adults may start with the basics of learning the alphabet and letter formation, or may build on existing literacy skills. Additionally, some Spanish speakers choose to prepare for the approved High School Equivalency exams in Spanish, taking and passing

a test that will give them a high school equivalency certificate recognized by the state of California.

Identifying a provider or educational resources for First Language Literacy may be challenging if the first language being sought is less commonly spoken in the Bay Area, or has relatively few speakers worldwide. In Santa Clara and San Mateo counties, the widest range of services in less common languages is found at nonprofits and community-based organizations.<sup>4</sup> Public libraries also offer substantial print resources, classes, and support groups oriented towards speakers of languages that are found in the neighboring community, as well as access to computers and online learning. First language literacy programs may also be offered by the embassy or consulate of one’s country of origin. An example of this type of program is the Plaza Comunitarias literacy program offered through Mexican consulates in the U.S. Some community colleges and K-12 public school districts in the Bay Area award certificates of achievement in bilingualism or bi-literacy to students who are literate both in their native language and English.

*Goal Map F: First Language Literacy* identifies three main strategies by which a person might seek to increase their first language literacy.

### Strategy: Literacy Development

This may benefit those who are seeking to develop their first language literacy skills as a precursor to, or in parallel with, developing English literacy.

### Strategy: First Language Literacy

This may be appropriate for adults who are either English fluent or are English learners, but have already mastered the basic building blocks of reading and writing in English.

### Strategy: Maintaining and Practicing First Language Skills

It is an ongoing effort for both the individual and the broader community who are seeking to preserve understanding of their language and historical heritage.

1. <http://www.visionliteracy.org/facts-about-literacy.html>

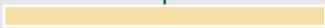
2. The Education Alliance, Brown University. <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/question-iii>

3. The Education Alliance, Brown University. <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/question-iii>

4. See Silicon Valley ALLIES report and provider survey (2014).

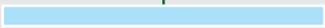


# GOAL MAP D: FIRST LANGUAGE LITERACY



## STRATEGY LITERACY DEVELOPMENT

- OBJECTIVES
- Individual or Small Group Tutoring for Pre-Literate Adults
  - Formal Literacy Classes
  - Intergenerational Learning
  - Digital Literacy
  - Transition to ESL
  - Study Skills
  - Resource guidance



## STRATEGY FIRST LANGUAGE PRACTICE

- OBJECTIVES
- Community support
  - Opportunity to Practice First Language Skills
  - Tutoring Others
  - Use First Language Skills in Job or Career
  - Culturally Familiar Learning
  - Basic Classroom and Study Skills
  - Reading and Writing Practice



## STRATEGY FIRST LANGUAGE LITERACY

- OBJECTIVES
- Peer learning communities
  - Self-guided learning
  - Language classes
  - Media Resources in First Language

## METRICS

1. Completed High School (or equivalent) in First Language
2. Level of First Language Proficiency

## Metrics Definition

METRIC	DEFINITION
<b>1. Completed high school (or equivalent) in first language</b>	The level of educational attainment in one's first language can be used as an indicator of first language literacy level.
<b>2. Level of First Language Literacy</b>	<p>First Language Literacy can be measured by administering:</p> <ul style="list-style-type: none"> <li>■ Native Language Literacy Assessment (NLLA)</li> <li>■ Language Specific Assessment tools</li> <li>■ Self-assessment</li> </ul> <p>For adults speaking Spanish, Amharic, Arabic, Oromo, or Somali; native language literacy experience can be measured by administering the <i>Native Language Literacy Assessment (NLLA)</i>. The NLLA identifies three ascending levels of native language literacy:</p> <ul style="list-style-type: none"> <li>■ Limited Native Language Literacy: knows the alphabet or writing systems; can read and write single words, but may have difficulty in forming letters or characters</li> <li>■ Some Native Language Literacy: able to read and comprehend simple information, or follow simple written instructions; able to write with well-formed letters or characters</li> <li>■ Extensive Native Language Literacy: confident in reading and comprehending lengthy documents, such as books or newspapers; able to write complete paragraphs with minimal errors</li> </ul> <p>Formal language assessment for languages other than English can be measured by administering <i>language specific assessments</i>. Examples include:</p> <ul style="list-style-type: none"> <li>■ The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR, CEFRL), put together by the Council of Europe, is a guideline used to describe achievements of speakers of common European languages</li> <li>■ The Arabic Language Proficiency Test (ALPT) measures students' proficiency in Arabic</li> </ul> <p>An informal language assessment based on <i>self-reported measures</i> of, for example:</p> <ul style="list-style-type: none"> <li>■ The ability to write one's name</li> <li>■ The ability to understand written instruction, like signs in a store or reading a package</li> <li>■ The ability to write messages to family or friends, like a written note or a text message</li> <li>■ The ability to read newspapers, magazine or websites.</li> <li>■ The ability to fill out official forms.</li> </ul>

# GOAL MAP E

## CREDENTIALS AND RESIDENCY

*Obtaining Credentials and Residency* is a goal for many immigrants seeking documentation, work permits, or U.S. citizenship. It can also be a critical step towards achieving other goals that require one to possess a specific status, credential or other document.

This Goal Map encompasses immigration status and other forms of identification such as driver's license, taxpayer ID number, or California residency status.

Immigrants may have specific credentialing goals related to *Education and Career Advancement*, such as gaining recognition of educational or professional credentials from another country. Achieving one's desired immigration status and/or other credential may require pursuit of English Proficiency.

Obtaining Credentials and Residency documentation may increase access to employment and social supports, thus supporting progression towards *Economic Security* and *Providing for Family and Children*. Both immigration status and other credentials are tools that can enhance one's *Participation in Civic and Community Life*. Finally, immigration status can also influence one's *Health and Well-Being*, both in affecting eligibility for health coverage and services, as well as the mental health impacts of living with precarious immigration status.

*Goal Map E: Credentials and Residency* identifies five main strategies by which a person might seek to obtain various types of credentials or documentation of immigration status and/or residency:

### Strategy: Education on Rights and Responsibilities

This strategy is especially critical for those who are undocumented or otherwise at risk. Immigrant communities themselves are often the leading providers of education and outreach through community organizing and volunteerism.

### Strategy: Immigration Documents

This strategy may include obtaining or renewing Immigration Documents, encompassing a number of different types of visas and related documentation, such as refugee or asylum seeker status, Deferred Action for Childhood Arrivals (DACA), permanent residency, or U.S. Citizenship. Navigating the requirements and application process for each can

be challenging, costly, and may take many years. Access to immigration legal services offered by a reputable provider is often essential. This strategy is blocked off for many immigrants who are undocumented or have visa issues that render them unable to apply for legal immigration status; however, they can pursue other documents and credentials.

### Strategy: Education Credentials

Many immigrants arrive in the U.S. with considerable educational attainment and/or professional credentials and experience, but face barriers in practicing their profession in the U.S. However, licenses earned in other countries often do not readily transfer to the U.S., and challenges ensue in trying to navigate which licenses or certification are recognized and valued by employers. The strategy of gaining recognition of one's Educational Credentials may be important not only to highly educated immigrants, but also to those who need proof of high school completion for employment or higher education purposes. Educational credentials may also be required for certain types of immigration status.

### Strategy: Other Documentation

The strategy of pursuing non-traditional documentation may facilitate progress towards many other goals – or may even be required to proceed. For example, not only is a California Driver's License needed to drive a car, but it also may be an important credential for many types of employment.

Credentials related to financial services include an Individual Taxpayer Identification Number (ITIN). For those without a Social Security number, an ITIN is needed to pay federal income taxes, as well as obtain a bank card, credit card, or records demonstrating financial responsibility.

### Strategy: Barrier Removal

This strategy may benefit individuals who face particular barriers involving the legal or financial system, such as a criminal or arrest record, suspended driver's license, child support or other issues that can affect background checks for employment, social services or other resources. Males between ages 18 and 25 may also face barriers if they have not registered for the Selective Service.



# GOAL MAP E: CREDENTIALS AND RESIDENCY



## METRICS

1. Immigration Status
2. U.S. Driver's License
3. Has valid Foreign Professional Licensing
4. Has U.S. Professional License
5. Has ITIN and files taxes

## Metrics Definition

METRIC	DEFINITION
<b>1. Immigration Status</b>	<p>Immigration status is measured according to the following categories:</p> <ul style="list-style-type: none"> <li>■ Has an ITIN &amp; files taxes</li> <li>■ Applied for temporary visa or DACA</li> <li>■ Obtained temporary visa or DACA</li> <li>■ Applied for permanent residency</li> <li>■ Achieved permanent residency</li> <li>■ Applied for U.S. citizenship</li> <li>■ Achieved U.S. citizenship</li> </ul> <p><i>Source: South Bay Consortium for Adult Education 2015; Santa Clara County Office of Immigrant Relations 2016; Kallick &amp; Mathema 2016; OECD 2015 (Notes: Federal DOE priority)</i></p>
<b>2. U.S. Driver's License</b>	<p>Progress towards obtaining a driver's license can be tracked by the following measures:</p> <ul style="list-style-type: none"> <li>■ Obtained an official CA ID card</li> <li>■ Applied for a CA driver's license</li> <li>■ Obtained a CA driver's license</li> <li>■ Restored a suspended CA driver's license</li> </ul> <p><i>Source: Adult Education Practitioner Interview, 2016; ALLIES Design Group Workshop 2016</i></p>
<b>3. Professional Licensing</b>	<p>Professional Licensing is measured on a scale:</p> <ul style="list-style-type: none"> <li>■ Professional license from another country that is not recognized in California</li> <li>■ Professional license from another country and able to practice profession in California</li> <li>■ Applied for a state professional license in professional field</li> <li>■ Obtained a California professional license</li> </ul>



## GOAL MAP F

# PROVIDING FOR CHILDREN AND FAMILY

*Providing for Children and Family* is an important goal for many immigrants, including parents or guardians of children, caregivers for elderly or disabled relatives, and others.

Individuals pursuing this goal may seek *English Proficiency* or *Education* for reasons other than career or college advancement, such as increasing their capacity to be involved in their child's education. This highlights the importance for providers to be able to use alternative outcome measures to accurately track students' or clients' progress towards their self-defined goals.

*Goal Map F: Providing for Children and Family* identifies four main strategies by which a person might seek to support family and loved ones.

### Strategy: Direct Caregiving (Caring for Children, Elders, or Other Family)

Direct Caregiving (Caring for Children, Elders, or Other Family) is a critical aspect of family and caregiver relationships, and one for which it is often harder to find support or recognition. Parents and caregivers may seek support from their peers, from their broader neighborhood or community networks, or from professional counselors or educators. Self-care and respite care are also ongoing needs for anyone who is caring for a family member or loved one.

### Strategy: Supporting Children's Education

Parents and guardians who are caring for children may work towards their goals through the lens of Supporting Children's Education. This may involve becoming more involved in their children's school by attending parent-teacher meetings, understanding and helping with homework, monitoring a child's academic progress, or accessing technology needed for school assignments. Supporting children's education is also an important motivation for many ESL students and is one of the identified program areas in California's Adult Education Block Grant (AEBG) legislation. There are many examples of successful family literacy programs administered through partnerships between K-12 and adult education service providers. The Community School model found in some school districts is another example of successful integrated service delivery, where a wide range of support services are provided to students and their families.



### Strategy: Accessing Care Services

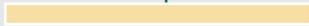
Parents and caregivers may also be seeking support in accessing care services. This may encompass care provided by relatives, other in-home child or elder care, childcare provided at a center or provider's home, or assisted living facilities for seniors or disabled relatives. Each of these presents distinct challenges and requires accessing a different set of information and resources. An important consideration across all of these options is quality of care. For children, this includes ensuring they are receiving early childhood education necessary for their development.

### Strategy: Providing for Family Needs

Finally, providing for children and family must include Providing for their Material and Psychological Needs. This encompasses the traditional role of "provider / breadwinner", but also may include supporting the health, safety, legal status, and psychosocial needs of one's children or loved ones.



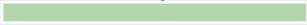
# GOAL MAP F: PROVIDING FOR CHILDREN AND FAMILY



## STRATEGY DIRECT CAREGIVING

### OBJECTIVES

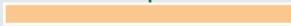
- Direct Caregiving for Children, Elders or other Family
- Counseling or Social Support for Parents and Families
- Parent and Child Development Education
- Developing Community Support Networks
- Building on Family Assets, Culture and Traditions
- Health and Well-Being of Caregivers



## STRATEGY SUPPORTING CHILDREN'S EDUCATION

### OBJECTIVES

- Supportive Home Environment
- Meeting Basic Educational Needs (enrollment, transportation, school supplies, clothing)
- Assessing Developmental Readiness
- Support for Child to Learn the Family's Language and Culture
- Understanding Cultural Norms
- Understanding U.S. Education System
- Planning for College and Career
- Supporting Child's Academic Progress
- Parent Engagement
- Digital Literacy for Parents/Families
- Engaging in Extracurricular Activities
- ESL for parents



## STRATEGY ACCESSING CARE SERVICES

### OBJECTIVES

- Understanding the Importance of Early Childhood Education
- Locating, Choosing and Evaluating a Care Provider
- Monitoring a Care Provider
- Paying for Childcare
- Paying for Eldercare
- Care Services for the Disabled or Ill
- Managing Care Provided by Family
- Respite Care



## STRATEGY PROVIDING FOR FAMILY NEEDS

### OBJECTIVES

- Living-wage and Stable Employment for Providers
- Housing, Food and Transportation Resources
- Support Family Living Abroad
- Legal Support
- Safety and Security
- Physical and Mental Health

## METRICS

1. Level of Parent Engagement at School
2. Level of Access to Child or Elder Care

## Metrics Definition

METRIC	DEFINITION
<b>1. Level of Parent Engagement at School</b>	<p>Parent engagement in their children's education can be measured if the parent:</p> <ul style="list-style-type: none"> <li>■ Enrolled child in school</li> <li>■ Talks regularly with child's teacher/attended a parent-teacher conference</li> <li>■ Regularly helps child with schoolwork</li> <li>■ Regularly attends PTA meetings</li> <li>■ Developed a grade-appropriate college readiness plan for their child</li> <li>■ Regularly volunteers at child's school/in after school activities</li> <li>■ Has a leadership position in PTA</li> <li>■ Attends school board meetings</li> <li>■ Runs for school board</li> </ul> <p><i>Source: Kallenbach et al. 2013; Adult Education Practitioner Interview 2016; Santa Clara County Office of Immigrant Relations 2016</i></p>
<b>2. Level of Access to Child or Elder Care</b>	<p>Access to child or elder care can be measured by applying the following scale:</p> <ul style="list-style-type: none"> <li>■ Insufficient child/elder care, significant obstacle to work or go to school; may have significant concerns about quality of care</li> <li>■ Some child/elder care, intermittent obstacle to work or go to school; quality of care meets basic health/safety standards but may not be supporting child's development</li> <li>■ Sufficient child/elder care; care providers are invested in child's development</li> </ul> <p><i>Source: EMPATH 2016; Adult Education Practitioner Interview 2016</i></p>



## GOAL MAP G

# HEALTH AND WELL-BEING

While health care is often viewed as a separate sphere from goals like education, employment, civic engagement, or documentation, someone's health condition can profoundly influence their ability to achieve their goals.

Acute health issues, even mild illnesses or easily treatable injuries, can alter one's trajectory if they lack adequate access to affordable health care, a healthy and secure environment that supports healing, or secure employment that allows for adequate sick days.

Chronic health challenges can throw up a barrier for achieving almost any other goal. Poor health may prevent you from working, keep you out of school, or lead to isolation or difficulty performing basic self-care.

Access to adequate prevention, treatment and support is essential to help avoid or mitigate these impacts.

*Goal Map G: Health and Well-Being* identifies four main strategies by which a person might pursue health-related goals:

### Strategy: Health Care Access

For those seeking improved Health Care Access, finding and building a trusting relationship with a primary care provider is a high priority. A trusted primary provider, or a team of providers at a trusted "medical home", can both monitor one's overall health and smooth the way to accessing more specialized services as the need arises. For English learners, finding either a provider who speaks their first language, or a qualified medical translator, is critical to receiving proper care and advice.

### Strategy: Preventive Health

While many of us tend to prioritize other goals over health until a health problem arises, a strong Preventive Health strategy is critical for long-term well-being. Effective preventive health treatments, as well as healthy living practices, can help to maintain one's health at a financial and personal cost far less than waiting until major medical treatments become necessary. However, the many other challenges and stresses in one's life—which may be especially acute for immigrants who face linguistic, cultural and/or legal barriers -- often make it difficult to follow through with preventive health needs. Incorporating healthcare discussion into ESL classes, counseling or navigation meetings



can help support participants' move towards achieving their health goals.

### Strategy: Health Insurance, Coverage & Managing Costs

Accessing resources related to Health Insurance, Coverage & Managing Costs is a critical strategy for anyone who does not currently have affordable, quality health coverage. Even those who do have insurance may benefit from support in navigating health care systems. Accessing and affording care for the elderly or disabled can pose a particular challenge and may need extensive support to find care that is affordable and culturally appropriate.

### Strategy: Sense of Security

A key factor influencing health and well-being falls outside traditional notions of an individual's condition, medical treatments or individual health behaviors. The degree to which one feels, or lacks, a Sense of Security in various aspects of daily life has a profound influence on both physical and mental well-being. Being separated from one's family or loved ones, feeling unsafe or unwelcome, lacking stable housing or a secure income, and living with past or current traumas are just some of the factors that can influence immigrants' Sense of Security. For educators and service providers, training and resources in how to provide trauma-informed care is an essential step towards supporting the full spectrum of immigrant community members' needs.



## GOAL MAP G: HEALTH AND WELLBEING

### STRATEGY HEALTH CARE ACCESS

#### OBJECTIVES

- Access to Primary Care
- Access to Mental and Behavioral Health
- Access to Dental Care
- Access to Vision Care
- Managing Access, Cost and Use of Medicines and Prescriptions
- Access to Reliable Consumer Health Information
- Understanding Implications of Legal Status for Health Care Access
- Having a Medical Home

### STRATEGY HEALTH INSURANCE

#### OBJECTIVES

- Navigating Health Care Systems
- Managing Long-Term Care
- Public Health Insurance Coverage
- Employer Based Health Insurance
- Private Health Insurance
- Medical Debt Counseling
- Consumer Rights Education
- Covering Major Medical Expenses

### STRATEGY PREVENTIVE HEALTH

#### OBJECTIVES

- Preventive Health Education
- Access to Preventive Health Care Services
- Immunizations
- Access to Sexual and Reproductive Health Services
- Nutrition Education and Resources
- Physical Activity
- Managing Health Conditions

### STRATEGY SENSE OF SECURITY

#### OBJECTIVES

- Healthy Living Environment
- Maintaining Family Connections
- Sense of Belonging
- Community Connections
- Inclusive Communities
- Overcoming Trauma
- Safe and Healthy Living Environment
- Protections against Deportations
- Domestic Violence and Sexual Assault Prevention and Resources

### METRICS

1. Health Insurance Coverage
2. Level of Access to Health Care Services
3. Managing Health Conditions

## Metrics Definition

METRIC	DEFINITION
<b>1. Health Insurance Coverage</b>	Ownership of public, private or employer-based health insurance.
<b>2. Level of Access to Health Care Services</b>	<p>Health care access is measured on a scale:</p> <ul style="list-style-type: none"> <li>■ No usual source of healthcare</li> <li>■ Emergency room</li> <li>■ Clinic, community health center, hospital clinic</li> <li>■ Regular doctor/primary medical provider</li> </ul> <p><i>Source: UCLA California Health Interview Survey 2013-2014 Adult Questionnaire</i></p>
<b>3. Managing Health Conditions</b>	<p>Ability to manage (mental) health conditions can be measured by using the following scale (self-reported):</p> <ul style="list-style-type: none"> <li>■ No plan or healthcare access</li> <li>■ Plan and healthcare access that is deemed insufficient to manage the condition</li> <li>■ Plan and healthcare access that is deemed sufficient to manage the condition</li> </ul> <p><i>Source: UCLA Center for Health Policy Research 2015</i></p>



## GOAL MAP H

# PARTICIPATION IN CIVIC AND COMMUNITY LIFE

*Participation in Civic and Community Life* is critical to an individual's integration into society. Civic integration is a two-way process involving learning and adaptation by both immigrant communities and receiving communities. Broadening an understanding of diverse perspectives and cultural resources ultimately strengthens both the immigrant and receiving communities, and increases the entire community's capacity to adapt and respond to a changing global environment.

Encouraging civic engagement and building cultural capital among adult English learners is a core value shared by the ALLIES collaborative. The goal of expanding one's Participation in Civic and Community Life is intertwined with nearly every other goal.

Expanding participation can take the form of *Education and Career Progression*; but it is important to recognize the necessity and value of engagement in one's community in ways beyond school or work. Whether it takes the form of volunteering, recreation and sports, joining a faith community, participating in artistic and cultural activities, shopping at neighborhood stores, or simply feeling a sense of community and belonging when walking down the street, engagement in one's community fulfills important psychological and practical needs. Community participation is a critical element to support progress towards *Providing for Children and Family, Economic Security, or Health and Well-Being*.

Civic education and participation is also necessary in order to attain some types of *Credentials and Residency*, ranging from a driver's license to U.S. citizenship. For those seeking to strengthen connections within their own family or ethnological and national cultures, *First Language Literacy* may be an important step. Finally, increasing one's *English Proficiency* both enables greater community participation, and is supported by participation in English-speaking community venues, ideally creating a positive feedback loop to speed progress towards one's goals.

*Goal Map H: Participation in Civic and Community Life* identifies five main strategies by which a person might seek to participate more fully in their community.

### Strategy: Civic Education

Individuals seeking to better understand U.S. laws, government, and history – or to understand and navigate local

rights and responsibilities in the city where they live – may seek out Civic Education resources. People in a wide range of circumstances may be seeking civic education, from newcomers with a need to understand their new community, to immigrants wanting to help improve their neighborhood, to long-time residents studying to become U.S. citizens.

### Strategy: Volunteering and Leadership

Many immigrant communities in the United States have developed strong traditions of self-reliance, mutual aid and solidarity. English learner adults often bring this experience to their engagement with the broader community through the strategy of Volunteering and Leadership.

### Strategy: Building Cultural Capital and Cross-Cultural Understanding

Building "cultural capital" – meaning an understanding of how people in specific situations behave, dress, speak, interact, and interpret others' actions – is important in a wide range of situations, from the workplace to the classroom, to everyday interactions. The strategy of Building Cultural Capital and Cross-Cultural Understanding encompasses both building cultural capital in new communities or situations, and helping others to build their cultural capital through sharing and celebrating one's culture.

### Strategy: Understanding of Immediate Community

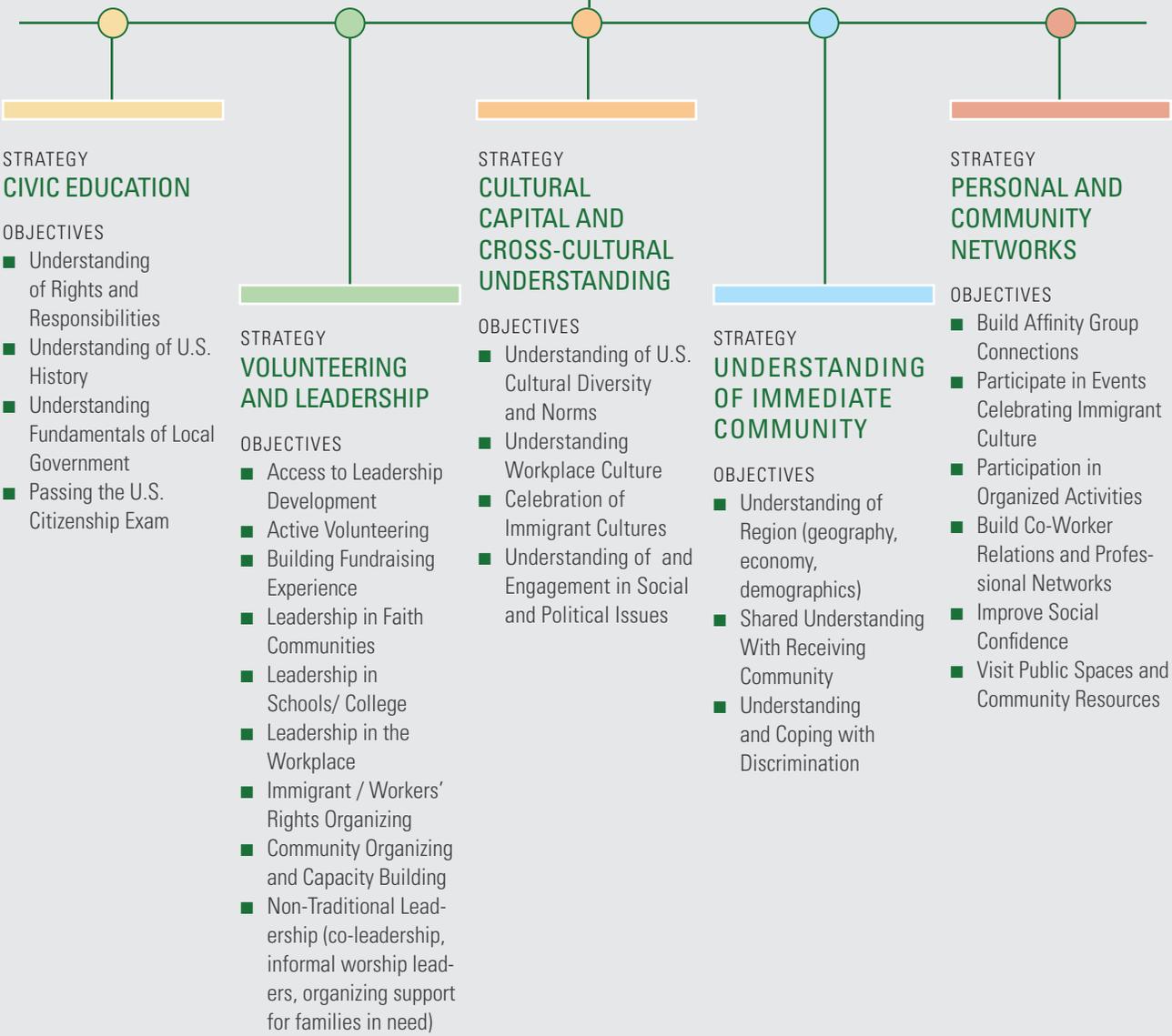
Newcomers to the local area, may initially explore civic engagement through the strategy of Understanding of Immediate Community. This strategy can also be useful for those who have been linguistically or socially isolated, as well as young people who are maturing and beginning to interact more independently with a broader set of people and institutions.

### Strategy: Expanding Personal and Community Networks

Building networks and relationships is a lifelong activity. For those who are linguistically and socially isolated, there is tremendous value and self-empowerment in expanding their networks and self-confidence.



# GOAL MAP H: PARTICIPATION IN CIVIC AND COMMUNITY LIFE



## METRICS

1. Social Capital
2. Civic Engagement
3. Use of Municipal Services
4. Community Engagement
5. Volunteering

## Metrics Definition

METRIC	DEFINITION
<b>1. Social Capital</b>	<p>Social capital is measured on a scale, from the least to the greatest social capital:</p> <ul style="list-style-type: none"> <li>■ Attends meetings of a civic association, sports league, or volunteer group</li> <li>■ Member of a civic association, sports league, or volunteer group</li> <li>■ Holds a leadership position in a civic association, sports league, or volunteer group</li> </ul> <p><i>Source: Kallenbach et al. 2013; Adult Education Practitioner Interview 2016</i></p>
<b>2. Civic Engagement</b>	<p>Civic engagement is measured on a scale, from the least to the greatest civic engagement:</p> <ul style="list-style-type: none"> <li>■ Attended a City Council, School Board, or other government meeting</li> <li>■ Registered to vote</li> <li>■ Voted in the last elected</li> <li>■ Volunteered for a political campaign</li> <li>■ Has run for office</li> </ul> <p><i>Source: OECD 2015</i></p>
<b>3. Use of Municipal Services</b>	<p>Services access is measured on a scale, from the least to the greatest services access:</p> <ul style="list-style-type: none"> <li>■ Has visited a library, community center, recreation center, pool, etc</li> <li>■ Has a library card</li> <li>■ Has volunteered at a public facility</li> <li>■ Has led a group program at a public facility</li> </ul> <p><i>Source: ALLIES ESL Providers Workshop 2016; Adult Education Practitioner Interview 2016</i></p>
<b>4. Community Engagement</b>	<p>The level at which an individual engages with community organizations and resources, for example library programs, community center activities, faith community or affinity groups.</p>
<b>5. Volunteering</b>	<p>Hours spent volunteering.</p> <p><i>Source: ALLIES ESL Providers Workshop 2016; Adult Education Practitioner Interview 2016; Kallenbach et al. 2013; Santa Clara County Office of Immigrant Relations 2016</i></p>



# IMMIGRANT INTEGRATION FRAMEWORK USERS

The proposed Immigrant Integration Framework is a work in progress, and it invites further development as we enter phase II of the project, which is to explore prototyping for various user needs. The project provides an opportunity for near term actions to immediately improve the integration experience of individuals, by generating change at individual institutions and service provider organizations. It also promotes long-term systematic impact through local, state, and federal policy changes.

The framework is a tool that can be adapted and used by educators, career counselors, transition advisors, advocates, administrators, service providers, and other frontline staff to help adult immigrants make a plan and progress towards their individual goals. It is intended to be descriptive and not prescriptive. These concepts can be incorporated into existing work to improve service delivery and client interaction. Having common metrics identified for immigrant integration may also protect and improve an important outcome of providers, as well as facilitate cross-sector collaboration.

This section introduces potential uses by different stakeholders, both from the education sphere as well as policy makers,

community organizations, workforce development boards and employers.

## Individual Immigrants

Focusing on pathways allows immigrants to see that each step is moving them towards a larger goal, rather than simply pursuing individual classes or services in an ad-hoc or isolated manner. Individuals gain a clear understanding of how to attain their goal, and are empowered to direct their own progression.

A lack of information about the range of opportunities, services and resources available to immigrants is often cited as a barrier towards meaningful social, linguistic and economic integration. The Immigrant Integration Framework can be used as a goal setting tool for immigrants, connecting them to the resources that will help them achieve their goals.

## National and State Policymakers

By identifying measures of success outside of the scope of college and career advancement, there is an opportunity to validate services to immigrants that are not currently

Figure 5: Overview of Federal and State funding proposals affecting programs for English learners

NAME	DESCRIPTION	PERFORMANCE MEASURES
<b>Adult Education Block Grant (AB104)</b>	\$500M per year for adult education in California	Currently is aligning reported outcomes to the WIOA metrics of career readiness and advancement. ( <a href="http://aebg.cccco.edu/Portals/1/docs/AEBG%20Reports/2017%20AEBG%20Legislative%20Report%20Final%203.21.17.pdf">http://aebg.cccco.edu/Portals/1/docs/AEBG%20Reports/2017%20AEBG%20Legislative%20Report%20Final%203.21.17.pdf</a> )
<b>Workforce Investment and Opportunity Act (WIOA)</b>	Federal workforce development program providing funding for transportation, child care, work supplies, training, career advising and support	WIOA creates a single set of common performance measures across core programs, including: Unsubsidized employment; Median earnings; Receipt of a secondary diploma or recognized post-secondary credential; Measurable skill gains toward a credential or employment; and Employer engagement. English learners are disproportionately underserved by Title I (job training) programs. ( <a href="http://www.nationalskillscoalition.org/resources/publications/file/WIOA-101-workshop-for-NCLR-May-2016-FINAL.pdf">http://www.nationalskillscoalition.org/resources/publications/file/WIOA-101-workshop-for-NCLR-May-2016-FINAL.pdf</a> )
<b>Strong Workforce Program</b>	\$200M annually to develop pathways for middle skill jobs in California	Enrollments; Completion; Transfer; Employment rates; Employment in field of study; Earnings; Median change in earnings; Proportion of students who attained living wages ( <a href="http://extranet.cccco.edu/Portals/1/WED/WEDDRFA/RFA-16-191/AppendixD-StrongWorkforceProgramMetrics.pdf">http://extranet.cccco.edu/Portals/1/WED/WEDDRFA/RFA-16-191/AppendixD-StrongWorkforceProgramMetrics.pdf</a> )

included in state and federal funding proposals, such as the Adult Education Block Grant (AEBG), Workforce Investment and Opportunity Act (WIOA), and the Strong Workforce Program.

The implementation of programs like WIOA has created new opportunities for advocates to improve services for Latino and immigrant participants. (<http://www.nationalskillscoalition.org/resources/publications/file/WIOA-101-workshop-for-NCLR-May-2016-FINAL.pdf>). Adopting alternative metrics for immigrant integration success can inspire thinking around support services for immigrants, and the value these services bring to help guide individuals in the right direction. When mandated metrics for funding revolve solely around educational degree and job attainment, we risk prioritizing people who are more rapidly able to achieve those outcomes. The idea behind the current Immigrant Integration Framework is to ensure that the most marginalized are not left out of support services or career preparation that leads to jobs with living wages.

Furthermore, the California Workforce Development Board and Employment Development Department issued a policy directive requiring local Workforce Development Boards to conduct an assessment of services, and indicate how service will be provided to limited English proficient individuals when 15% or more of residents in their service area qualify as English learners. (source : [http://www.edd.ca.gov/jobs\\_and\\_training/pubs/wsd16-07.pdf](http://www.edd.ca.gov/jobs_and_training/pubs/wsd16-07.pdf))

The Immigrant Integration Framework can serve to broaden the focus of government-funded programs to include all aspects of immigrant integration. Recognizing adult immigrants' engagement and progress towards health and wellbeing, civic participation, and financial security as important goals creates an opportunity to support a holistic strategy to investing in and improving our communities.

### Regional and Local Policy Makers

As described in the introductory section, many city and county governments are demonstrating support for their immigrant population by formally establishing offices of immigrant affairs or by becoming welcoming cities under the Welcoming America umbrella. Working in partnership with AEBG consortia, workforce development boards, community-based organizations, the faith community and other stakeholders, local policy makers are uniquely positioned to initiate and support regional immigrant integration initiatives. Using the Immigrant Integration Framework to assess existing community services can be the first step in expanding meaningful resources for immigrant integration. Participation in civic and community life in par-



ticular is a goal area that can be driven by local government. Some examples in the Silicon Valley include a civic academy for Spanish speakers, citizenship corners in public libraries, legal resource workshops in community centers and an online immigrant information portal.

### Regional Multi-Sector Collaboratives

Many multi-sector collaboratives, such as ALLIES, are comprised of educators, social service providers, social workers, legal service providers, community organizations, and government agencies encountering immigrants at different points on their paths to various individual goals. Through their conversations, many realize that their clients or students require support beyond what their respective agencies can offer and could benefit from connections to other resources.

The Immigrant Integration Framework can be used to identify promising practices and resources, build a system of reciprocal referrals, and connect the dots between different agencies and organizations to reduce duplication of effort. Building on the strengths and contributions of immigrants, the framework can help frontline staff map out which pathways are feasible for each individual, what barriers or gaps they may face, and where to find the adequate resources.

On the administrative level, if an immigrant student or client's progress can be tracked, measuring how they are progressing and how quickly they are getting through the steps of their identified pathways, it can help inform curriculum developers and program structure. This progress reporting can also be used to develop intake, case management and referral tools to support warm-handoffs, ensuring immigrants are being connected to the appropriate resources.

## Community members

Strong communities happen when immigrants and receiving communities work together to ensure that everyone has the opportunity to thrive. General awareness of what constitutes immigrant integration will greatly enhance the success of the community as a whole. When immigrants are given equal opportunity to contribute, the entire community benefits. While the framework's primary goal is to identify goal areas for immigrant integration, an understanding of shared goals between newcomers and any other community member provides a learning opportunity for all involved and can start a meaningful dialogue between community members with different beliefs.

## Workforce Development Agencies

California's Adult Education Block Grant Consortia are a new infrastructure for workforce development boards to engage with their adult education partners. AEBG consortia are partners in delivering workforce development services to the general population and to English language learners in particular.

Responding to a state policy directive requiring local Workforce Development Boards to expand services to English Language Learners, the 2017 CA Workforce Navigator pilot program targeting limited English language learners and immigrant workforce is one example of a promising initiative seeking to reward collaboration between workforce development agencies and adult education providers. Using a shared Immigrant Integration Framework and common measures of progress across both systems has the potential of streamlining services targeted at accelerating immigrants' career success.

(source : [http://www.edd.ca.gov/jobs\\_and\\_training/pubs/wsd16-07.pdf](http://www.edd.ca.gov/jobs_and_training/pubs/wsd16-07.pdf))

## AEBG Consortia

The 71 Adult Education Block Grant (AEBG) consortia are primarily focused on workforce development and career training, often overlooking the holistic needs of adult immigrants. Adult immigrants have personal goals as well as career and educational goals, and educational institutions should broaden the focus to include immigrant integration, encompassing all of the integration points, not just linguistic and economic. Adult education providers, particularly adult school and community based ESL programs, are hubs for immigrant integration and have historically provided classes and services that go beyond career and workforce development.

The South Bay Consortium for Adult Education is also interested in the measurement of progress outside of the traditional academic or career measures of success. Using the framework, the consortium would be able to track whether a student

was able to secure a driver's license or health care, increased participation in their community or children's school, or if they were able to improve their immigration status.

The Immigrant Integration Framework provides a plan for all 71 consortia in the state of CA to utilize, to better serve immigrants' needs and establish a deeper community connection.

## Employers

Employment crosses over into several goals of the Immigrant Integration Framework: economic security, providing for family, education and career advancement. Finding a job and advancing along a career ladder is critically important to immigrants. It is often one of the first goals immigrants need to pursue upon settling into their new communities. However, employment supports immigrant integration beyond financial security. The workplace offers immigrants a chance to interact with English speakers and thus improve their English language proficiency and communication skills. Contributing to society by having a job and paying taxes are important factors for one's social and emotional wellbeing and will often accelerate progress in other areas of integration.

The Immigrant Integration Framework can be used to build employer awareness of the unique contributions and needs of immigrants. It can serve as an inspiration for workplace-based services like employee referrals to citizenship services, English as a Second Language programs in the workplace, or cultural orientation workshops. Both New American Workforce and Building Skills Partnerships are examples of successful workplace based initiatives.

To help combat the so called 'brain waste' of highly skilled immigrants (those holding degrees or professional licenses from their country of origin but lacking opportunities because



of language or credentialing barriers), employers can provide internship or mentorship opportunities for foreign educated Americans.

## Education and Community Organization Leadership

The framework can be used by education and community service providers to assess existing programs and services, as well as create integrated service delivery models and seek out partnerships with other agencies, schools or organizations. The strategy pathways can be seen as incremental – one step building upon the previous. Seen through that lens, communities can identify gaps that need to be filled.

Adult education providers find themselves on the frontlines of guiding immigrant students in making education and career decisions. They are increasingly aware of the need for wrap-around services that support immigrant integration. Simply gaining language alone, or other academic or vocational skills, is sometimes insufficient in helping an immigrant student move forward. This framework can help guide a counselor or case manager's conversation with a student to better identify an individual's overall needs and barriers in their integration pathway.

An immigrant student may come to a school with the immediate goal to learn English, or a goal to earn a particular degree or certificate, but may face challenges with documentation, healthcare, child care, or literacy which can prevent them from reaching that goal. Another student may not be looking for career advancement at all, but may instead be interested in taking subject-matter classes of personal interest, or to help their school-aged children in order to become more closely tied to their community.

The framework can also provide the opportunity to invest in professional development training for teachers or frontline staff to help empower them to evaluate outside resources for effectiveness and suitability when designing individual progress plans for students.



## Education: Classroom Instructor

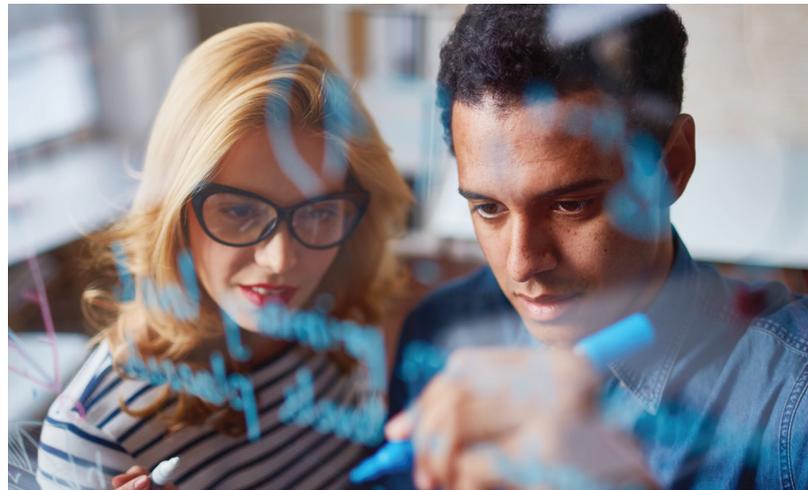
Teachers often develop trusting relationships with their students and become the first point of contact for conversations about immigrants' individual aspirations, and inquiries about what they may need to attain them. They are constantly monitoring and marshaling outside resources to address issues that are outside their personal scope or expertise: guest speakers, referral contacts, brochures, upcoming resource fairs, etc. An immigrant's learning is happening in a constantly shifting economic and civic landscape and during very limited classroom time. Cold referrals to outside resources inadequately address the very significant barriers faced by the student. This is especially true if the student does not follow through or lacks understanding of the reason for taking the next step. The Immigrant Integration Framework can aid in developing curricula and creating lesson plans that provide students with exposure to all of the identified goal areas, and pinpoint appropriate and relevant next steps for pursuing any of the goals.

# NEXT STEPS FOR THE IMMIGRANT INTEGRATION FRAMEWORK PROJECT

Phase I of the Immigrant Integration Framework project provides a system for users to enhance their current support for immigrants. It is time for organizations and institutions that support immigrants to test the framework and determine how best to use it. The further development of this project will need other partners' perspectives and participation.

The next phase of the project will require additional partners. We expect the framework's prototyping period to test the goal maps and metrics application in spaces where immigrants and institutions intersect. We believe that multiple actors, with common values and shared measures of success, can implement practices that will radically expand and accelerate the integration of immigrants. The SBCAE and its community-based partners will explore how the framework's language and principles can generate tools that help counselors, teachers, caseworkers and others. The deepening AEBG and WIOA connection and leveraged resources may produce data systems that track, report, and analyze the metrics. With these different strategies strengthening alliances cross sectors, and with those with different needs and expertise working together, the framework will move forward. In doing so, it will accelerate the integration and success of immigrants in the U.S., along with accompanying data to prove it.

In keeping with the core values of the project, this next phase will focus on the critical need to do this work in collaboration with the immigrants it seeks to support. A false and too often common design of immigrant support is to assume some deficit is being repaired. Instead, the framework is predicated on understanding the loss of human capacity if limitations of language and lack of cultural capital continue to marginalize the immigrant. The framework is a way to measure where there is access, and to identify where there are gaps of opportunity in a community. ALLIES, the SBCAE, others in the ESL Provider Network, and our regional public services agencies, are committed to a deeper understanding of how communities can organize themselves to support the full integration of immigrants. A brief demographic review of the coming decades makes clear that the effectiveness of our regional economies, the success of children of immigrants in school and career, and our civic wellbeing depends on our work to achieve more together than we can in isolation. There needs to be an urgency to build more seamless services for the immigrant who moves forward in increasing self-agency. Immigrants are always the



authors of their own stories, and these metrics of progress are potential next chapters in the narrative of integration.

We invite the 71 adult education consortia in California to explore how their annual activities can implement new practices for counselors or transition specialists as they work with immigrant students. We think that the ideas presented here can assist workforce development boards in California who are mandated to serve English learners more effectively. Community-based organizations, non-profits, county and city government social service agencies can work together to develop reciprocal referral systems with no wrong doors. They can also use the data from the framework's pathways to identify gaps and progress points.

The prototyping phase of the project will further validate the framework with immediate activities planned by the South Bay Consortium for Adult Education in the 2017-18 school year. ALLIES welcomes feedback on how others use this Immigrant Integration Framework. Forward any comments or feedback regarding the use of the Immigrant Integration Framework to [info@allies4innovation.org](mailto:info@allies4innovation.org)

The production of this current framework is a tangible symbol of the commitment to the powerful ideals of inclusion, social and economic justice, and an embrace of the richly diverse communities in which we all live. It's the American tradition to provide a welcoming community to immigrants as they make their choice to build new lives in the U.S. The economic benefit to regional communities, and the civic health and vibrancy of local communities are dependent on our common success.

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### **ALLIES: SUPPORTING ENGLISH-LEARNER ADULTS IN ACHIEVING SUCCESS**

The Alliance for Language Learners' Integration, Education and Success or ALLIES is a coalition of adult schools, community colleges, and community-based organizations in Silicon Valley, working both at the grassroots level to support concrete innovations in educational and service delivery, and at the "tree tops" level to advocate supportive state and national policies. We advocate coordination by partner agencies to create a "no wrong door" system for immigrants to achieve their goals. The Immigrant Integration Framework project delivers an innovative and systemic approach to advancing the success and contributions of new Americans.

 [Allies4Innovation.org](https://Allies4Innovation.org)  [info@allies4innovation.org](mailto:info@allies4innovation.org)

