



Ensuring A College That Matters

The Hartnell College Salinas Valley Vision 2020 Project

Data In Support of Sustainability and Program & Institutional Planning

- ☑ Salinas Valley Population and Economic Current Trends and 2020 Projections
- ☑ Workforce Training/Education Needs of Salinas Valley Employers by City and Need
- ☑ Employer-Preferred Training/Education Programs by Topic and by Delivery Format
- ☑ Salinas Valley Resident Education and Training Needs by Topic and City
- ☑ Why Residents Enroll in Hartnell College Courses and Why They Don't
- ☑ Resident-Preferred Course Topics and Educational Programs by City
- ☑ Resident Preferred Structure, Delivery Format, and Timing of Courses

December 2007

For Internal Distribution Only:

Various tables and displays in this document were created specifically to support current course/program reviews and planning. A final, public document will feature the inclusion of additional databases and analyses.

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Table of Contents

1	Table of Contents
2	Table of Tables
4	Purpose
4	Content
4	Data Sources and Research Notes
5	Special Thanks to the Campus Project Team
5	Recognizing Project Partners
6	A Demographic Profile of Our Service Area: Today and to 2020
6	Defining Our Service Area
6	The Population of our Service Area: Today and Tomorrow
9	Age
11	Ethnicity
14	Gender
14	Language Preference
15	Educational Attainment
16	Academic Preparation and Achievement
19	An Economic Profile of Salinas Valley: Today and to 2020
19	Employment and Workforce
21	Unemployment
22	Poverty Levels
23	Trends, Training & Technical Assistance Needs of Salinas Valley Businesses: Findings from the 2007 Salinas Valley Business Census
23	Profile of Surveyed Businesses
24	Language Usage in Business
24	Size of Salinas Valley Businesses
25	Economic Stability of Valley Businesses
26	Current and Future Workforce Needs
28	Key Workforce Skills Needed
31	Education and Training Programs and Services of Interest
33	Interest in Course Packaging and Delivery Methods
35	Specific Workforce/Workplace Development Programs
38	Take-Aways from the 2007 Salinas Valley Business Census
39	Education and Training Needs of Salinas Valley Residents and Households: Findings from the 2007 Community Education and Training Survey
39	Distribution of Surveyed Community Residents
40	Ethnicity of Surveyed Community Residents
40	Gender of Surveyed Community Residents
41	Utilization of Today's Educational and Training Program
44	Utilization of Hartnell College's Educational and Training Programs
46	Educational and Training Programs of Interest
50	Current and Future Job Skills Training
52	Locating Hartnell College Training and Educational Programs
53	Interest in Course Packaging and Delivery Methods
55	Preferences for Class Times Convenient to Residents
56	Take-Aways from the 2007 Community Education and Training Survey
57	The Salinas Valley Today and in 2020: Vision of the Valley by Area Leaders: Findings from the 2007 Valley Visionaries Interview Project
57	Interviewed Valley Visionaries
59	The Positive Aspects of the Salinas Valley Today: 2007
61	The Negative Aspects of the Salinas Valley Today: 2007
63	A Status Quo Salinas Valley in 2020
63	A Preferred Salinas Valley in 2020
65	Resources/Actions Required for the Preferred Vision of the Salinas Valley in 2020
67	Role of Hartnell College in the Preferred Salinas Valley of 2020
69	What Residents Want in the Salinas Valley of Today and 2020
70	What Residents Want Hartnell College to Offer to Prepare Them to do well in the Valley of 2020
72	What Residents Envision as the Jobs in Salinas Valley in 2020
74	What Leaders Envision as the Job and Industry Mix in the Salinas Valley in 2020
75	Take-Aways from the 2007 Valley Visionaries Interview Project

Ensuring A College That Matters

Table of Tables

Page	Table
7	Salinas Valley Population Today and Back to 2000
8	Forecasted Population of the Salinas Valley: Now to 2020
9	Current Median Age of Salinas Valley Population: By City
9	Population 65 and Over
9	Population 18 and Over
10	Monterey County Population Forecast by Age
11	Hispanic Population of Salinas Valley Cities
11	Ethnicity of Population of Monterey County
12	Comparing Ethnicity Distribution: Monterey Peninsula Cities
12	Comparing Ethnicity Distribution: Salinas Valley Cities
13	Projected Ethnicity of Monterey County Population to 2030
14	Gender of Population of Salinas Valley Cities
14	Language Use at Home in Salinas Valley Households
15	Language Spoken at Home and Proficiency in that Language
16	Salinas Valley Adults with at Least a High School Degree
16	Salinas Valley Adults with a Bachelor's Degree or Higher
17	Enrollment in ESL Programs in Monterey County
17	High School Dropout Rates for Salinas Valley, Monterey County, and State
18	College Prep Course Completion Rates for Monterey County Public Schools
18	Public High School Graduate College Bound for Monterey County Public Schools
19	Labor Force and Employment Levels in the Salinas Valley
20	Monterey County Forecasted Employment Diversity
21	Unemployment Rates in the Salinas Valley Today and Back to 2000
22	Individuals Experiencing Poverty in the Salinas Valley
22	Families Experiencing Poverty in the Salinas Valley
23	Business Survey Profile of Participating Businesses by City/Community
23	Industry Mix of Participating Businesses
24	Percentage of Communication Conducted in Spanish
24	Percentage of Communication Conducted in Spanish: By City
25	Size of Company Relative to Other Businesses in Industry
25	Median Number of Employees in a Business: By City
25	Current Business Activity Level: By City
26	Percent of Current Employees by Job Grouping
27	Projected Job Vacancies by Major Job Grouping
27	Top Occupational Categories with Highest Need for New Hires in 3+ Years
28	Are There Industry-Specific Skills Needed by Current Workforce: By City
28	Top Skills and Abilities Needed by Today's Workforce: By City
29	Are Industry-Specific Skills Needed by Applicants for Your Industry Next 5 Years
30	Top Skills and Abilities Needed by Workforce of Tomorrow: By City
31	Current and Potential Hartnell College Education and Training Programs of Interest
33	Interest in Course Packaging and Delivery Methods
33	Mean Interest in Varied Training Delivery Methods: By City
34	Would You like any Courses Offered in Spanish or Bilingual Format?
35	Grade Given for Level of Skills & Job Readiness of General Entry-Level Labor Pool
35	Technical Assistance Programs/Services Important to Valley Employers
36	Employee/Employment Services of Interest to Valley Employers
37	Familiarity/Usage/Interest in Salinas Valley Economic/Workforce Programs
39	Community Survey: City of Respondents
40	Ethnicity of Community Respondents: By City or Community
40	Gender of Community Respondents: By City or Community
41	Thought About Enrolling in an Educational Program or Signing Up for Skills Training?
41	Reasons for Not Considering a Training or Educational Program
42	Reasons for Not Yet Enrolling in an Educational Program
42	Where Salinas Valley Residents Enrolled
43	Key Reasons for Wanting to Enroll in a Class or Educational Program

44 Ever Thought About Taking Classes at Hartnell College Site or other Com. College?
44 Main Reasons for Considering Enrolling at a Hartnell College Course Site
45 Reasons for Not Considering a Hartnell College Training or Educational Program
45 Reasons for Not Yet Enrolling in a Hartnell College Educational Program
46 Overall Grade Given a Hartnell College/Center for Instruction and Student Services
47 Basic Education and Workforce Skills Preparation Courses/Programs of Interest
48 Vocational/Technical/Occupational Education Programs of Interest
49 Other Vocational/Occupational Education Programs Hartnell College Should Offer
49 Other Personal Enrichment Courses Hartnell College Should Offer
49 Would You Like any Courses Offered in Spanish or Bilingual Format?
50 Most Important Skills or Abilities Needed for Today and Tomorrow's Jobs
51 Most Important Skills or Abilities Needed for Today and Tomorrow's Jobs: By City
52 Does Hartnell College Have the Essential Locations/Facilities for Now and 5-Years?
52 Other Geographic Locations Needed
53 Interest by Residents in Varied Hartnell College Training/Course Delivery Methods
53 Mean Interest in Varied Hartnell College Training/Course Delivery Methods: By City
54 Do You Have Access to a Computer?
54 Do You Have Online/Internet Access?
54 Type of Internet Access/Connection
55 Hartnell College Class Times Most Convenient to Residents
59 Top Positive Aspects/Resources of the Salinas Valley Today
60 Top Positive Aspects/Resources of the Salinas Valley Today: By City
61 Top Negative Aspects of the Salinas Valley Today
62 Top Negative Aspects of the Salinas Valley Today: By City
63 A Status Quo Salinas Valley in 2020
64 A Preferred Salinas Valley in 2020
69 Things Needed Now and in the Coming Years for the Salinas Valley to be a Good, Safe, Healthy Place
70 Things Needed Now and in the Coming Years for the Salinas Valley to be a Good...By City/Community
71 Programs and Services Hartnell College Should Offer to Prepare Residents to do Well in 2020
71 Programs and Services Hartnell College Should Offer to Prepare Residents to do...By City/Community
72 Top New Jobs/Careers Residents Believe the Salinas Valley will offer in 2020
73 Top New Jobs/Careers Residents Believe the Salinas Valley will offer in 2020: By City/Community
74 Major Jobs and Economic Trends Envisioned for the Salinas Valley in 2020
74 Career Fields Slated for Employment Growth in the Salinas Valley in 2020

Ensuring A College That Matters

The Hartnell College Salinas Valley Vision 2020 Project

Purpose:

This report and data volume has been designed to provide a body of contemporary and specific data for use by Hartnell College faculty, staff, and administrators and in support of current program reviews, accreditation activities, the upcoming educational master plan update and facilities master plan update, and future planning initiatives. *Ensuring a College That Matters* reports on the key findings of the multi-faceted Hartnell College Salinas Valley Vision 2020 Project, and is an effort to assemble in one volume a diverse body of data to help facilitate the creative and analytic processes we undertake as ideas are considered, goals identified, and new plans unfold.

Content:

The document provides a variety of tables, graphs, and trend analysis bullets derived from the collection and analysis of new data, an examination of historical data, and an informed effort to project future demographic trends and conditions. This volume represents the aggregation of data from several sources:

- Findings from the project survey of businesses
- Findings from the project survey of residents & households
- Findings from the interviews with business, governmental, and community leaders
- Salinas Valley historical data from various state and federal sources
- Demographic projections generated via special runs by Assoc. of Monterey Bay Area Govs.
- Select college data from campus sources

Data Sources and Research Notes:

Much of the original data are derived from four related surveys and data collection efforts conducted by the Hartnell College effort known as the Salinas Valley Vision 2020 Project:

- 2007 Salinas Valley Business Census
- 2007 Salinas Valley Community Education and Training Survey
- President's Construction Technology Task Force Training Needs Survey
- Valley Visionaries Executive Interviews

Nearly 1,300 surveys and interviews were completed, including some 540 businesses, 680 residents and households, 60 valley visionaries/leaders and senior executives, and eight construction industry CEOs. Business surveys were direct mailed to all 7,400 businesses in the Valley, 1,000 were delivered door-to-door, and hundreds more were distributed through chamber and service club presentations, special mailings by Valley mayors and city managers, and by offering the survey online. These same strategies were utilized to distribute the separate survey for residents. Both the business and resident surveys were available in English and Spanish, as a hard document and online. Bilingual Hartnell College students distributed both surveys door-to-door. Campus and community leaders helped to identify the 60+ valley leaders who participated in the executive interviews.

While fielding and survey collection continued until November 3, 2007, October 29th was used as the date to begin producing the runs that comprise this volume. Statistical significance at the $p < .05$ required at least 387 businesses and residents responding to their respective surveys. On October 29th, we used a sample of 484 businesses from the 540 collected and a sample of 628 residents from the 680 collected to generate data tables and produce this volume. These sample sizes assure statistical validity. Combining these data with data from the valley leader interview component, the original data presented in this volume reflect some of the views of the nearly 1,300 responding businesses, residents, and interviewed Valley leaders.

As campus colleagues use this volume (among other sources) to prepare the educational master plan update and for other program purposes, the project team will begin constructing a series of partner reports and presentation materials.

The first section of this report represents trends teased from existing data collected via a partnership effort by project researchers, Salinas Valley Memorial Healthcare System, and the Association of Monterey Bay Area Governments (AMBAG). AMBAG undertook special runs to provide the projection data in this volume. The association's analytics and formulae are used as official data for planning purposes by the governments of Monterey County and other counties, cities, and political districts.

Special Thanks to the Campus Project Team:

The 2020 project represents a significant undertaking by the college. Many campus personnel have demonstrated tremendous leadership in this effort. In particular, we acknowledge the members of the campus team overseeing this initiative and providing creative and editing advise throughout the process.

Tammy Sharp de Avalos	Beverly Grova	Elza Minor
Paulette Bumbalough	Phoebe Helm	Chris Myers
Jennifer Fellguth	Gary Hughes	Terri Pyer
Jose Luis Fernandez	Langston Johnson	Kathleen Rose
Mike Foudy (from TMI)	Scott Johnson	Ann Wright

We appreciate the efforts of faculty members Dr. Yoshiko Matsushita-Arao and Mr. Larry Adams to help us identify Hartnell College students who served as bilingual research assistants. Paulette Bumbalough and Beverly Grova deserve special mention for their untiring and quite remarkable efforts.

Recognizing Project Partners:

While the Salinas Valley Vision 2020 project is an initiative of Hartnell College, it enjoys the support of several project partners, including: City of Salinas, City of Gonzales, King City, Monterey County Office of Education, Mission Trails Regional Occupational Program, Salinas Valley Memorial Healthcare System, AMBAG, Hartnell College Small Business Development Center, PG&E, and the Hartnell College School-to-College Program.



A Demographic Profile of Salinas Valley: Today's Trends and to 2020

Defining Our Service Area

The geographic service area for Hartnell College approximates the land mass known as the Salinas Valley, a fertile valley some 100 miles long and up to 30 miles wide. As part of Monterey County, the Valley represents over one-half of the land area of the county. For most of its length, the Valley rests between the Gabilan and Santa Lucia Ranges. Within our service area are five incorporated cities and nearly a dozen more communities (referred to by the U.S. Census as census-designated places – CDPs). Our cities include:

Salinas	Soledad	King City
Gonzales	Greenfield	

Census-designated places (CDPs) in our service area include the following communities:

Moss Landing	Aromas	San Ardo
Elkhorn	Spreckels	Bradley
Prunedale	Chualar	Jolon
Castroville	San Lucas	Lockwood

Distances between communities can be significant. The drive from Moss Landing to Bradley is 100 miles. The distance between Salinas and King City is over 45 miles each way. Residents in Bradley who want to attend classes at the King City Education Center must travel 35 miles and those who live in Gonzales must commute 30 miles to the Center. To attend classes in Salinas, people in Soledad have to drive 30 miles in each direction. And the residents of Lockwood must travel over 140 miles round trip to enroll in the full array of courses offered at Hartnell College.

The Population of our Service Area: Today & Tomorrow

POPULATION TODAY

- ❖ From 2000 through 2007, population growth in the valley has been flat or marginal.
- ❖ In 2000, the valley's population was 262,021. Today it is 282,644. This represents a total growth of 7.8% over eight years, or less than 1% annual growth.
- ❖ Since 2004, some cities have experienced several years of population decline as populations shift and more residents move into unincorporated areas.
- ❖ In 2004, Salinas had 150,272 residents; today, it has 149,539 residents.
- ❖ In 2004, King City had 11,594 residents; today, it has 11,518.
- ❖ Greenfield and Soledad show some growth; Gonzales enjoyed marginal growth.

The California State Department of Finance provides official population estimates every January for each city and a county's overall unincorporated area. Project staff calculates that no less than

64% of Monterey County’s annual reported unincorporated area population resides in the Salinas Valley. Of the approximately 21 census-designated places in the county, some 13, or 62% are located in the Salinas Valley. Of the known workforce that the California Employment Development Department annually reports for each CDP in the county, 64% of that CDP workforce resides in the Salinas Valley. Further, for all of the CDPs determined by the 2000 U.S. Census to have residents, 64.1% of the county’s total CDP population resided in the Salinas Valley.

Salinas Valley Population Today and Back to 2000

	2007	2006	2005	2004	2003	2002	2001	2000
Salinas	149,539	149,021	149,705	150,272	148,435	146,905	144,785	142,685
Gonzales	8,737	8,495	8,399	8,511	8,427	8,216	7,941	7,564
Soledad*	28,361	28,150	27,363	26,351	24,740	22,501	22,643	23,015
Greenfield	16,629	15,407	13,357	13,303	13,172	12,967	12,752	12,648
King City	11,518	11,382	11,430	11,594	11,523	11,511	11,370	11,204
SV Unincorp Area**	67,860	67,478	67,915	68,472	68,132	67,568	66,354	64,905
Salinas Valley	282,644	279,933	278,169	278,503	274,429	269,668	265,855	262,021
Monterey County	425,960	423,048	422,632	421,793	418,285	412,965	407,192	401,762

*The population information for Soledad includes a contemporary annual average of 12,000 incarcerated individuals, otherwise referred to as those in “group quarters.” According to AMBAG, it is the preference of Soledad to include the prison population as part of the city’s published population levels. Without that population sector, Soledad, in 2007, would report a population of 16,184. In 2006, it would have had a population of 16,221. In 2005, it would have reported 15,228 residents. The data for this table were derived from the CA Dept of Finance E5 Report. **The data for the Salinas Valley Unincorporated Area was calculated as 64% of the reported total county unincorporated population annually.

These current population data present some interesting realities for Hartnell College:

- ❖ The main “feeder” community for Hartnell College and its Salinas-area educational facilities is the City of Salinas. For the past four years, the population of this feeder community has been in decline and even today, in 2007, there are less residents in the City of Salinas than there were in 2004.
- ❖ The “central” valley communities of Greenfield and Soledad (not counting its incarcerated population) have demonstrated the most growth of cities in the valley, with Gonzales demonstrating marginal growth. King City has exhibited essentially “flat” growth, increasing by only 314 residents total in the past eight years.
- ❖ For Greenfield and Soledad residents, their closest Hartnell education option is the King City Education Center, located in a town with a flat or very low growth rate.
- ❖ For the Salinas campus, one growth challenge is to find ways to attract the current, static Salinas population and not rely or wait on the interest of the incremental new population that comes from future population growth.
- ❖ For the King City Education Center, two strategies for growth are apparent: (1) capture the interests of more current residents of the static King City population (just as with Salinas above) and (2) target the growing populations of Greenfield and Soledad with outreach to attract them to the education center and with more opportunities to take credit courses in their own cities.

POPULATION TOMORROW

The Association of Monterey Bay Area Governments, the agency that Monterey and two other counties rely on for official projection data, forecasts a faster, more robust population growth rate for the Valley between 2007 and 2020. Given recent trends, the projections may be ambitious but they nonetheless demonstrate Valley-wide and city-by-city growth now and through 2020.

- ❖ By 2010, the Valley is projected to grow to 311,658 residents, 29,000 more than today.
- ❖ In 2020, the Valley's population is projected to be nearly 364,000 residents, some 81,000 more residents than reside here now.
- ❖ For context, the projected addition of 81,000 individuals totals more than the current population of all Salinas Valley cities combined, minus the city of Salinas!

Forecasted Population of the Salinas Valley: Now to 2020

	^2007	***2010	***2015	***2020
Salinas	149,539	165,141	174,788	184,434
Gonzales	8,737	12,463	14,672	16,791
Soledad*	28,361	32,413	35,938	39,463
Greenfield	16,629	18,627	21,570	24,512
King City	11,518	15,484	17,433	19,381
SV Unincorp Area**	67,860	67,510	73,457	79,403
Salinas Valley	282,644	311,658	337,858	363,984

*The population information for Soledad includes a contemporary annual average of 12,000 incarcerated individuals, otherwise referred to as those in "group quarters." **The data for the Salinas Valley Unincorporated Area was calculated as 64% of the projected total county unincorporated annual population. ***2010, 2015 and 2020 projections were provided by AMBAG. ^The 2007 data are from the CA Dept of Finance 2007 E1 Report.

- ❖ Percentage-wise, the city of Gonzales will nearly double by 2020. Greenfield will grow nearly 50% larger and King City will grow nearly 2/3rds larger than it is today.
- ❖ Salinas will begin a period of measured growth of about 2% per year in relation to its 2007 population. By 2020, it will add nearly 35,000 residents to its base.

Projected population trends of import to Hartnell College:

- ❖ While the population of Salinas is projected to grow by 35,000 residents by 2020, this growth will be matched by the growth of central and south valley cities. Combined, Gonzales, Greenfield, Soledad, and King City are projected to also grow by 35,000 people. Thus, the central and southern portion of the valley will continue to be a source of potential enrollment for Hartnell College educational programming offered in those areas.
- ❖ The unincorporated communities surrounding Salinas will share in some of the growth projected for the unincorporated areas of the valley. The communities of Prunedale, Chualar, Moss Landing, Elkhorn, and Castroville may have as many as 30,000+ combined residents even before 2020. They represent logical feeder communities to Hartnell College's Salinas campus. The challenge will be to encourage transit systems that better link those communities to Salinas, strategic outreach to the residents of those communities, and/or the provision of sufficient programs/courses offered locally in the larger communities of Prunedale and Castroville, for example.

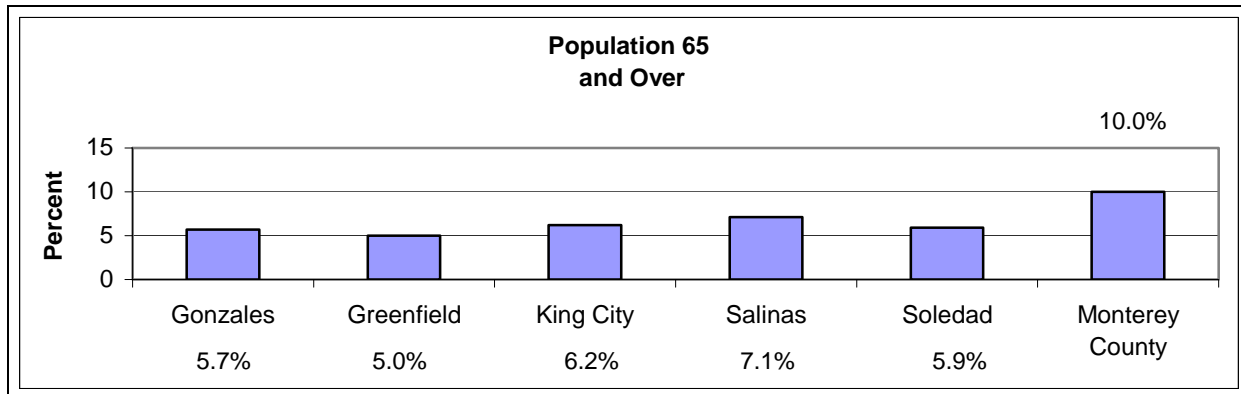
Age Profile of our Service Area

The population of the Salinas Valley is much younger than that of the Monterey Peninsula and the County. Here is today's median age according to the Census' 2006 American Community Survey.

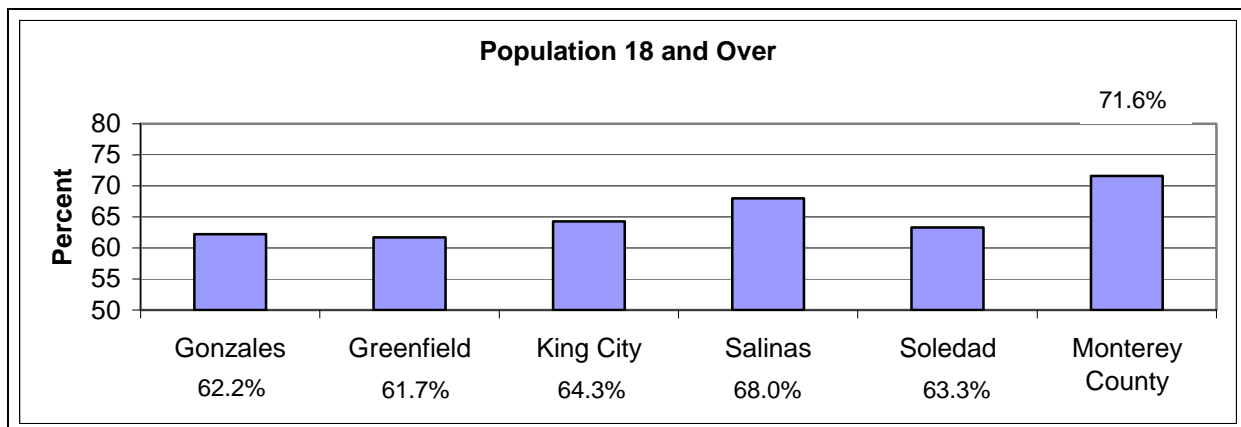
Current Median Age of Salinas Valley Population

<i>City</i>	<i>Median Age</i>
Salinas	28.6 yrs old
Gonzales	24.5
Soledad	25.2
Greenfield	24.1
King City	25.3
Monterey County	37.1 yrs old

AGE TODAY



Source: U.S. 2000 Census



Source: U.S. 2000 Census

The most reliable data for age of Salinas Valley and Monterey County residents is the 2000 Census. State reporting agencies, such as the Department of Finance, typically do not report demographic projections (such as age) down to the city or CDP level.

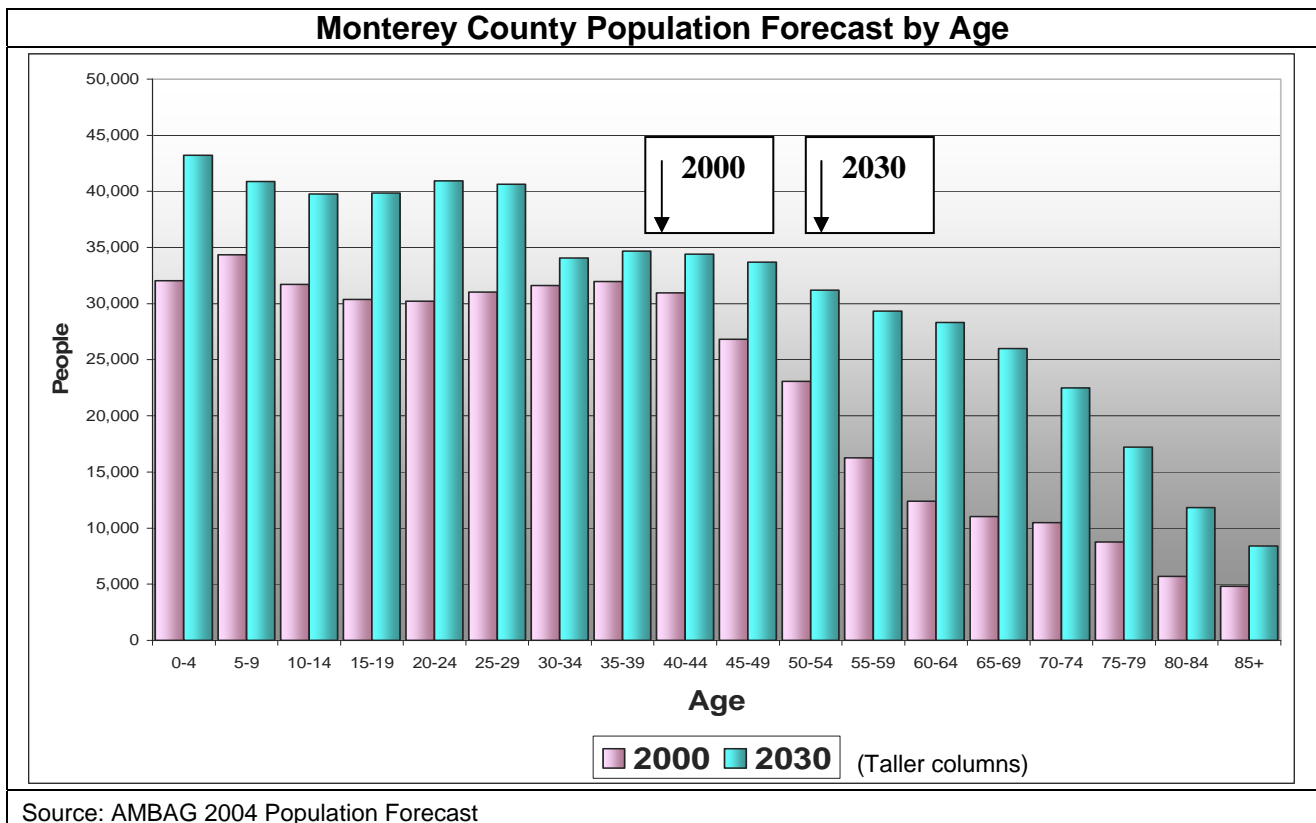
- ❖ Gonzales and Greenfield have the youngest population base.

- ❖ Among Salinas Valley cities, Salinas has the lowest percentage of residents under the age of 18 and the highest percentage of residents 65 years of age and older.
- ❖ Across all Valley cities, the percentage of the target audience of residents 18-64 years of age is much higher than for the county in general and the peninsula cities in particular.

AGE TOMORROW

In the age group that combines all residents under 18 years of age, as of 2005 Monterey County (28.5%) has a higher percentage than either the state of California (26.9%), or the national average (24.8%). The individual Salinas Valley cities possess even larger percentages of young populations. See <http://quickfacts.census.gov/qfd/states/06/06053.html> for these data.

Forecasts show that this age segment will continue to grow in the county and, according to AMBAG, particularly in Salinas Valley cities, through the forecast horizon. The population 65 and over will become increasingly numerous and live longer. The only available contemporary forecasts of age are for Monterey County. We know that valley residents are significantly younger than overall county statistics and certainly when compared to the residents of the peninsula area.

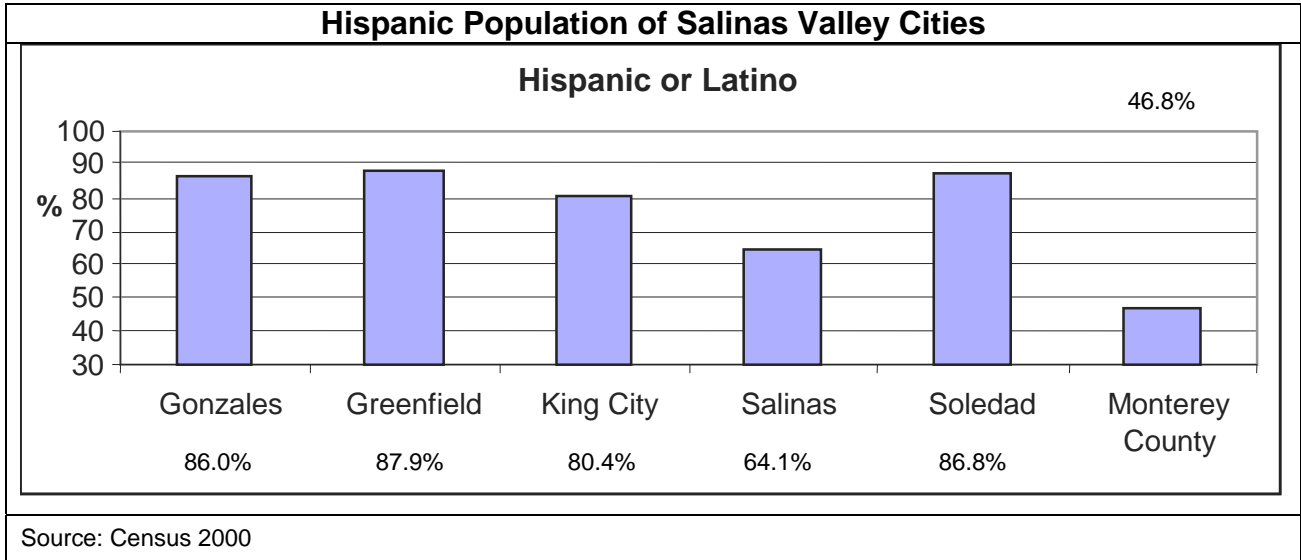


- ❖ 2006 Census data (ACS) indicate that the median age of today’s valley residents is in the mid to high 20s (years of age), while the mean age of peninsula residents is in the high 40s (years of age). This age disparity is projected to continue through 2020 and even to 2030.
- ❖ To the years 2020 and 2030, the population of the county overall will become older, with an increasing percentage of growth at the very early ages and the later ages. There will be a leveling of population growth among residents 30 – 50 years of age.

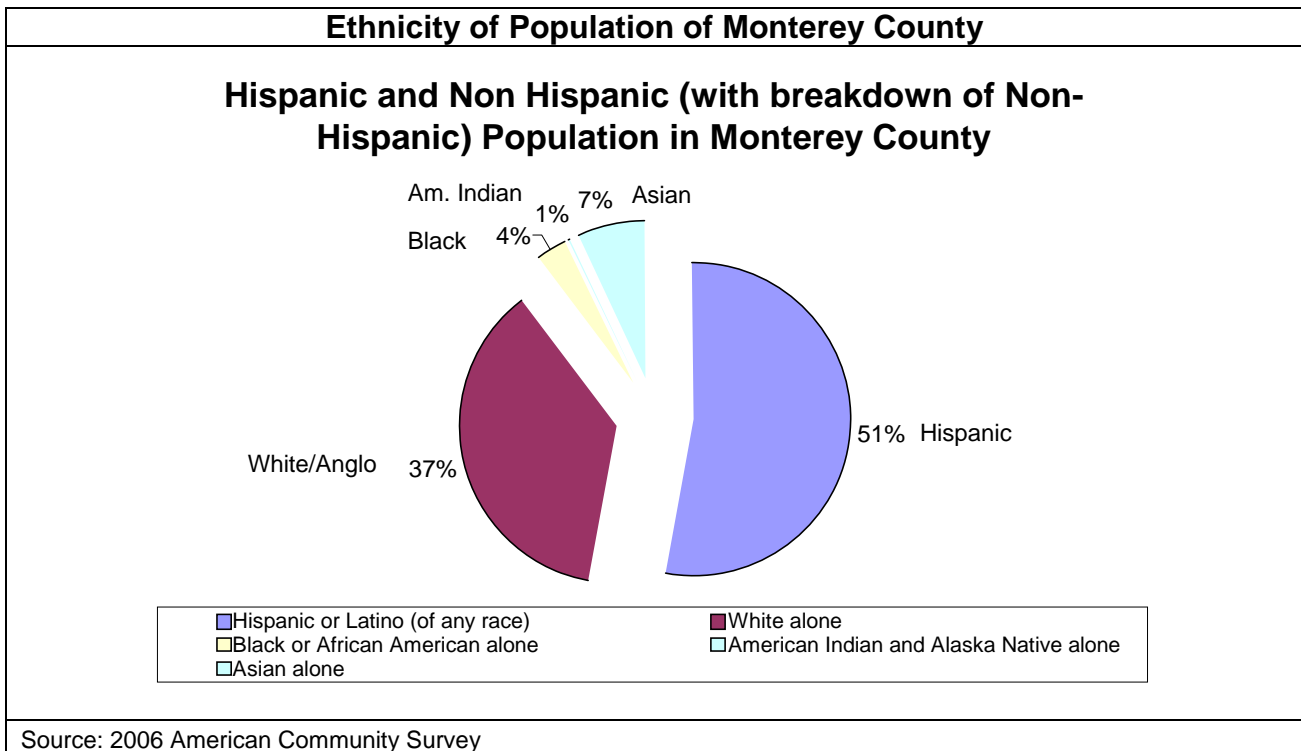
Ethnicity Profile of our Service Area

ETHNICITY TODAY

Census data indicate that the primary ethnicity in the Valley is Hispanic. The percentage of Hispanic residents across Valley cities and for the county is remarkable and significant.

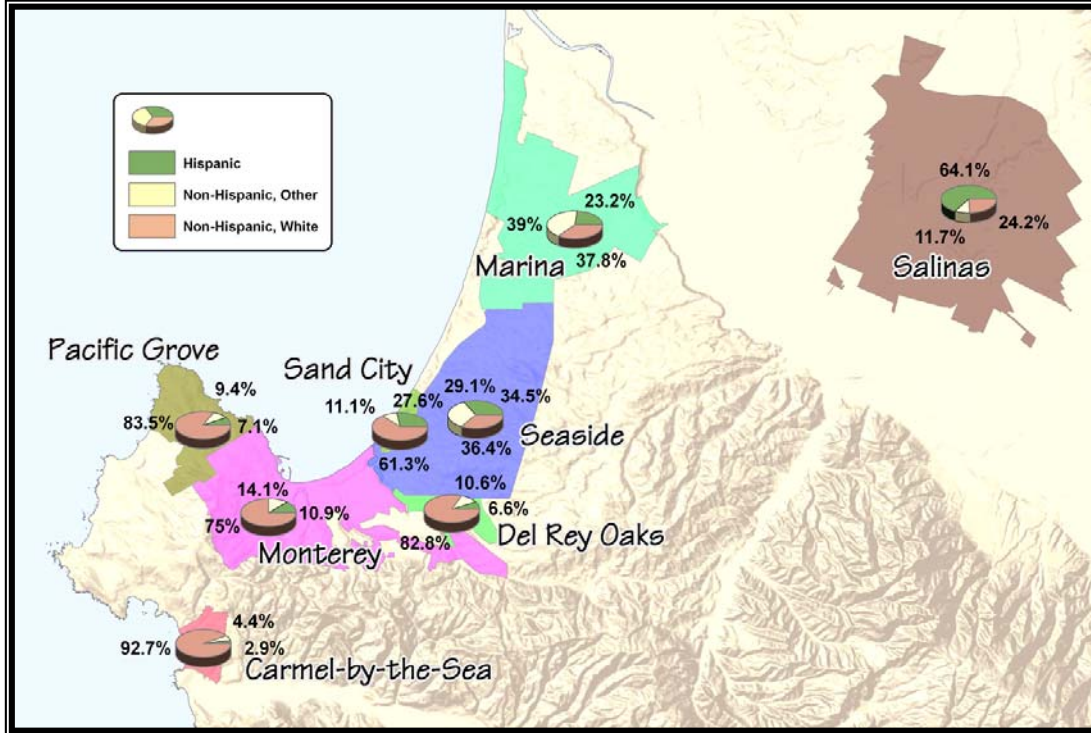


The 2006 American Community Survey (conducted by the U.S. Census Bureau) provides a more contemporary look at ethnicity from a Monterey County perspective.



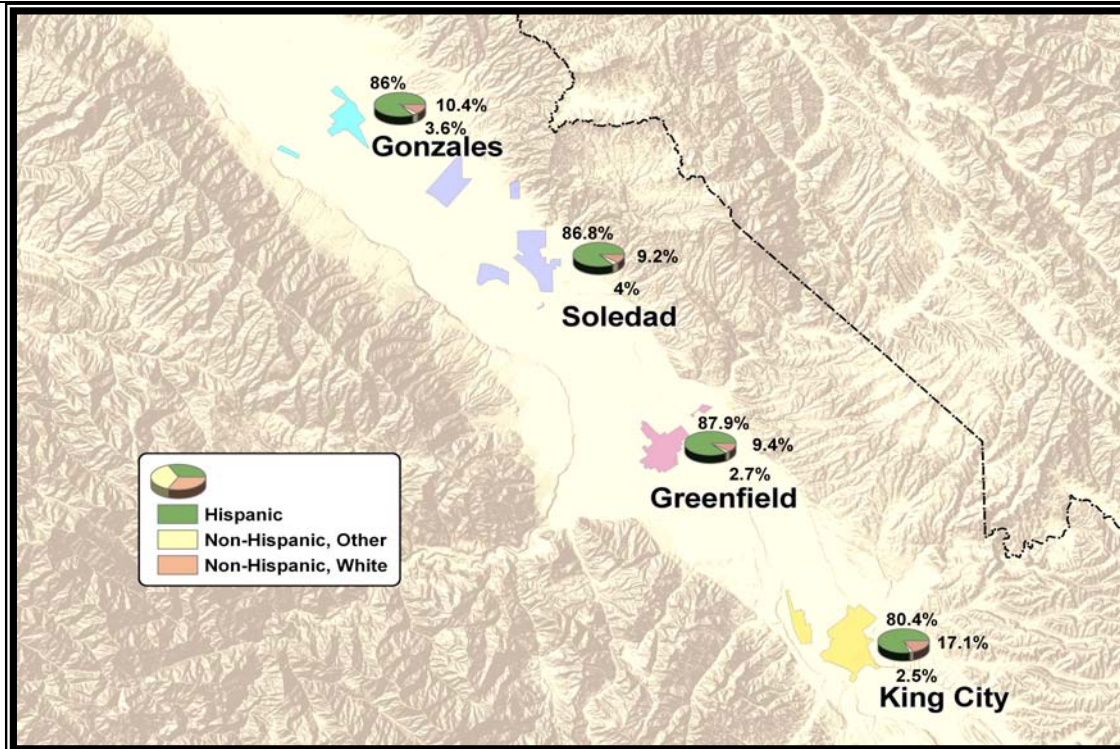
Here is a graphical presentation of ethnicity across Salinas Valley and County peninsula cities.

Comparing Ethnicity Distribution: Monterey Peninsula Cities



Source: Census 2000

Comparing Ethnicity Distribution: Salinas Valley Cities

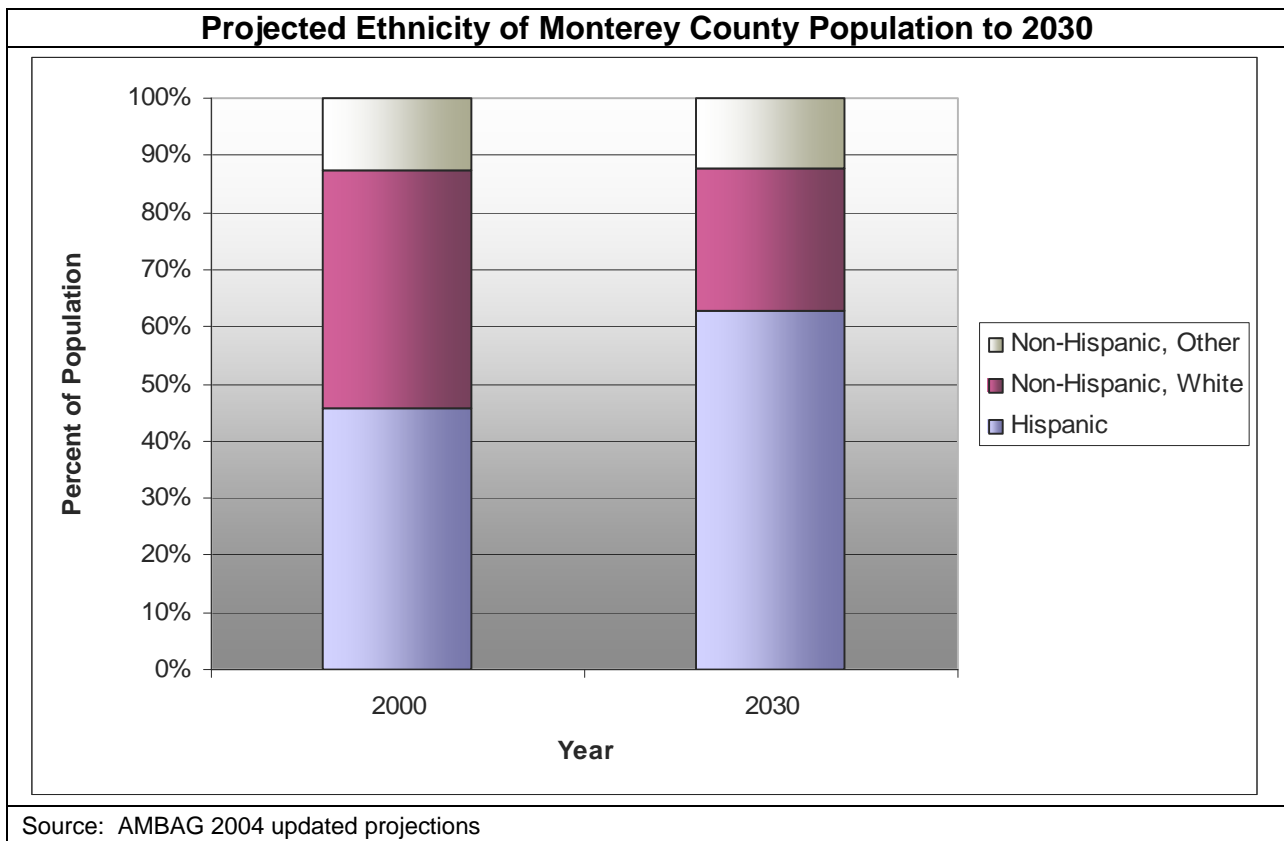


Source: Census 2000

- ❖ These data indicate a huge difference in the composition of the population of Salinas Valley cities compared with those cities of the peninsula. Where 80%+ of the population of a typical Valley city is Hispanic, on average over 80%+ of the population of peninsula cities is non-Hispanic.
- ❖ In some central and south valley communities, almost nine-in-ten residents are Hispanic.
- ❖ Even in the large county seat city, Salinas, nearly two-in-three residents are Hispanic.

ETHNICITY TOMORROW

The Hispanic population of Salinas Valley and Monterey County is quite stable and demonstrates very little migration flux. Changes in the ethnicity mix of the county over time are projected to be due primarily to an increasing birth rate among younger Hispanics.



- ❖ Countywide, in 2000, Hispanics represented 47% of the population. In 2006, this group comprised 53% of the population. By 2030, Hispanics are projected to comprise over 62% of the population of Monterey County.
- ❖ By 2030, almost two-in-three inhabitants of Monterey County will be Hispanic.
- ❖ Among those identified as Hispanic, some 93% list Mexico as their country of origin. The balance lists other Central and South American countries as their origin. Less than 1% combined indicates Puerto Rico or Cuba as their country of origin.

Gender Profile of our Service Area

GENDER TODAY

The 2000 Census serves as the primary source for gender-specific data by city.

Gender of Population of Salinas Valley Cities

	<i>Male</i>	<i>Female</i>
Salinas	52.1%	47.9%
Gonzales	52.0%	48.0%
Soledad	51.9%	48.1%
Greenfield	52.1%	47.9%
King City	53.7%	46.3%
2006 Monterey County	52.0%	48.0%
2006 California	50.0%	50.0%

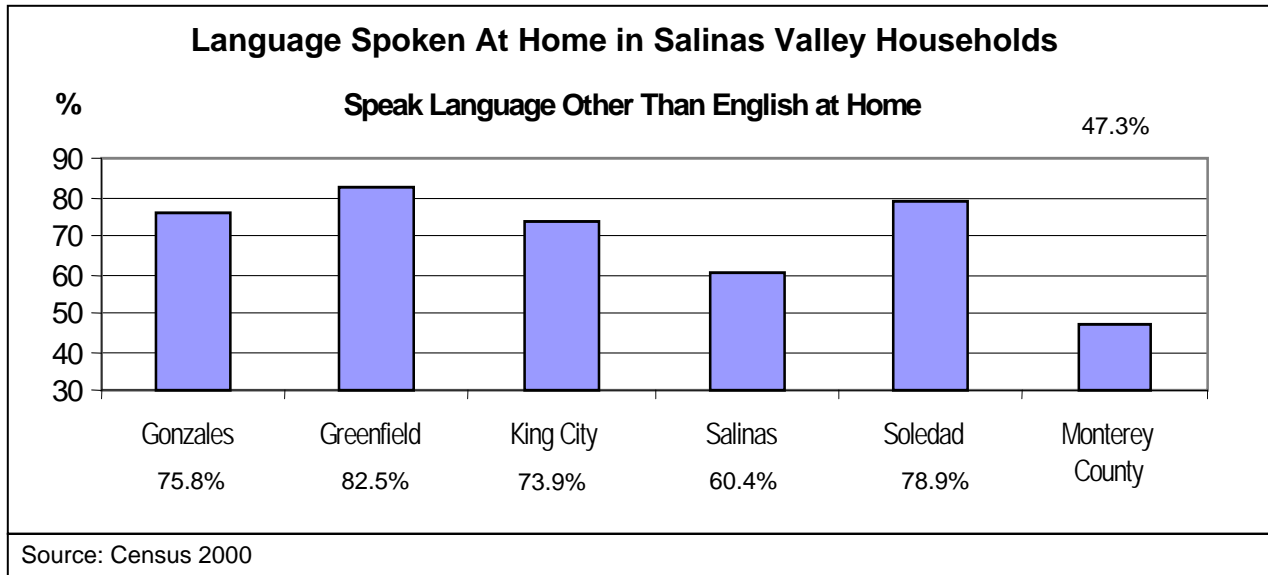
Source: For cities data, 2000 Census and 2006 ACS. For 2006 County and California data, 2006 American Community Survey, US Census.

- ❖ In general, the distribution of male and female residents is consistent across the population of Salinas Valley cities. This distribution is comparable to overall county gender data.
- ❖ There is less than a 2% variance in the county's gender distribution compared to the state.

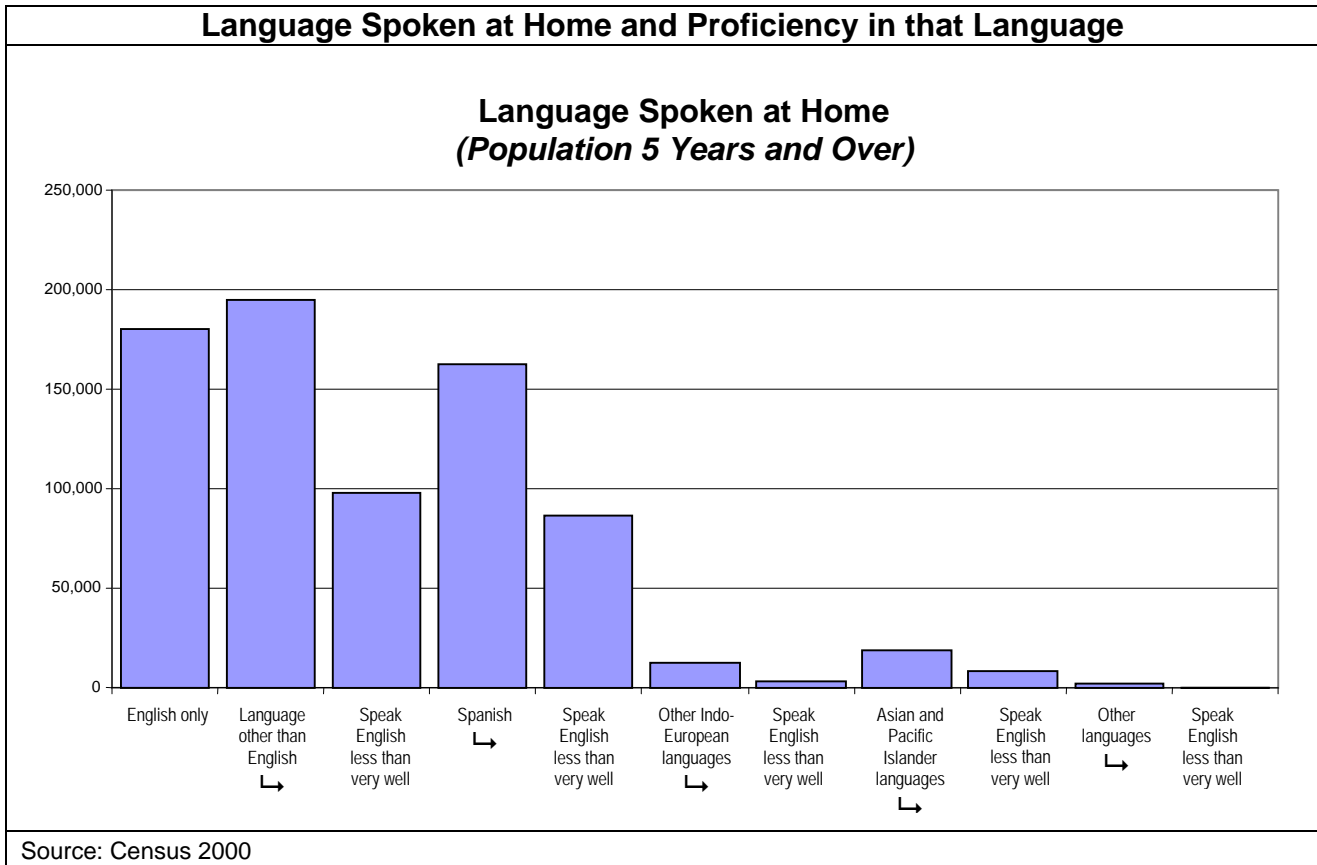
Language Preferences in our Service Area

LANGUAGE USED AT HOME IN VALLEY CITIES TODAY

The vast majority of Salinas Valley residents speak a language other than English at home.



If a household speaks a language other than English, the language generally spoken is Spanish.



These language preference data present some interesting realities for Hartnell College:

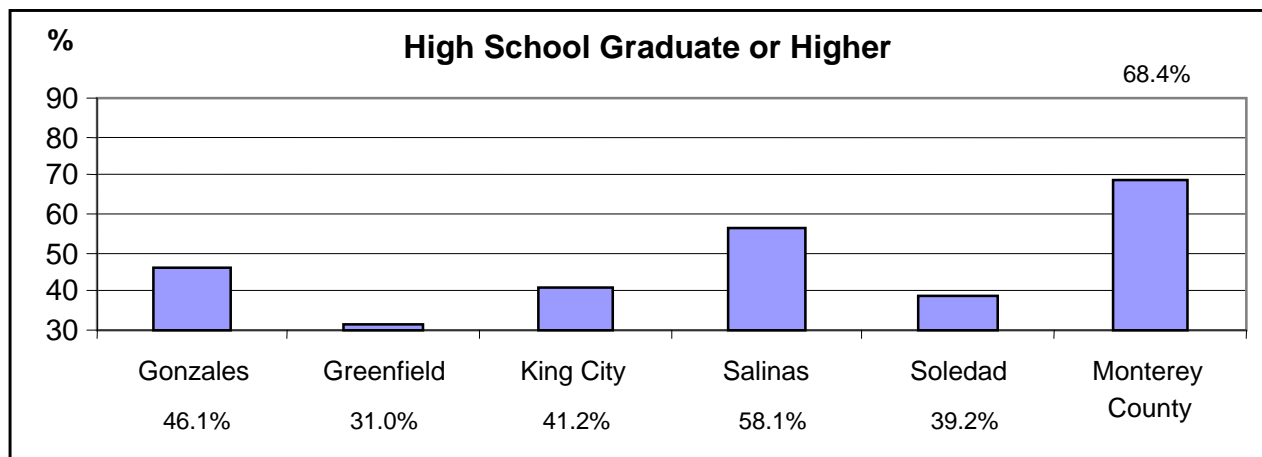
- ❖ Salinas Valley residents are more likely to speak a language other than English at home. Even if bilingual, they still prefer to use a language other than English in their household.
- ❖ The most preferred and used “non-English” language at home is Spanish. Even if the children in the household are bilingual, parents and adults will generally speak Spanish. This factoid presents Hartnell College with the opportunity to examine the language of its outreach and information materials, particularly those that are targeted to inform adults and parents of prospective Hartnell College students.
- ❖ Some of the k-12 schools in the central portions of Salinas Valley send home information in a bilingual format to ensure communication. Cities such as Gonzales automatically produce and distribute English and Spanish versions of key correspondence and notices.

Educational Attainment in our Service Area

EDUCATIONAL ATTAINMENT LEVELS TODAY

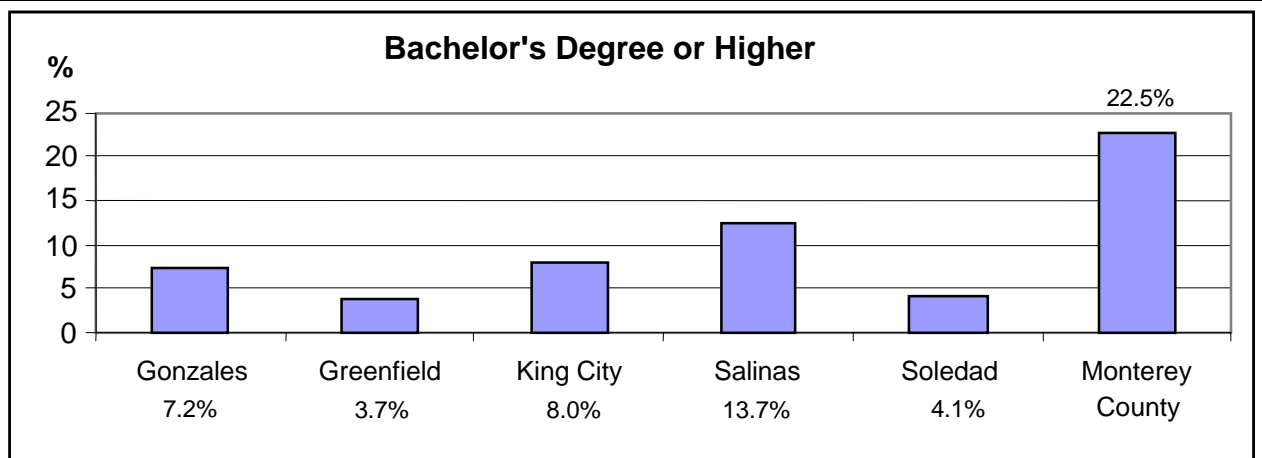
There are significant differences in educational attainment levels of residents across Salinas Valley cities as well as between the adult (25+ years) residents of Salinas Valley and Monterey County as a whole. The data are quite compelling. Again, the most recent data sources providing detail at the city level are the 2000 Census and the Census’ 2006 American Community Survey (ACS).

Salinas Valley Adults with at Least a High School Degree



Source: Census 2000 and 2006 American Community Survey (for Salinas; the ACS did not update other SV cities)

Salinas Valley Adults with a Bachelor's Degree or Higher



Source: Census 2000 and 2006 American Community Survey (for Salinas; the ACS did not update other SV cities)

These educational attainment data present some unique challenges and opportunities:

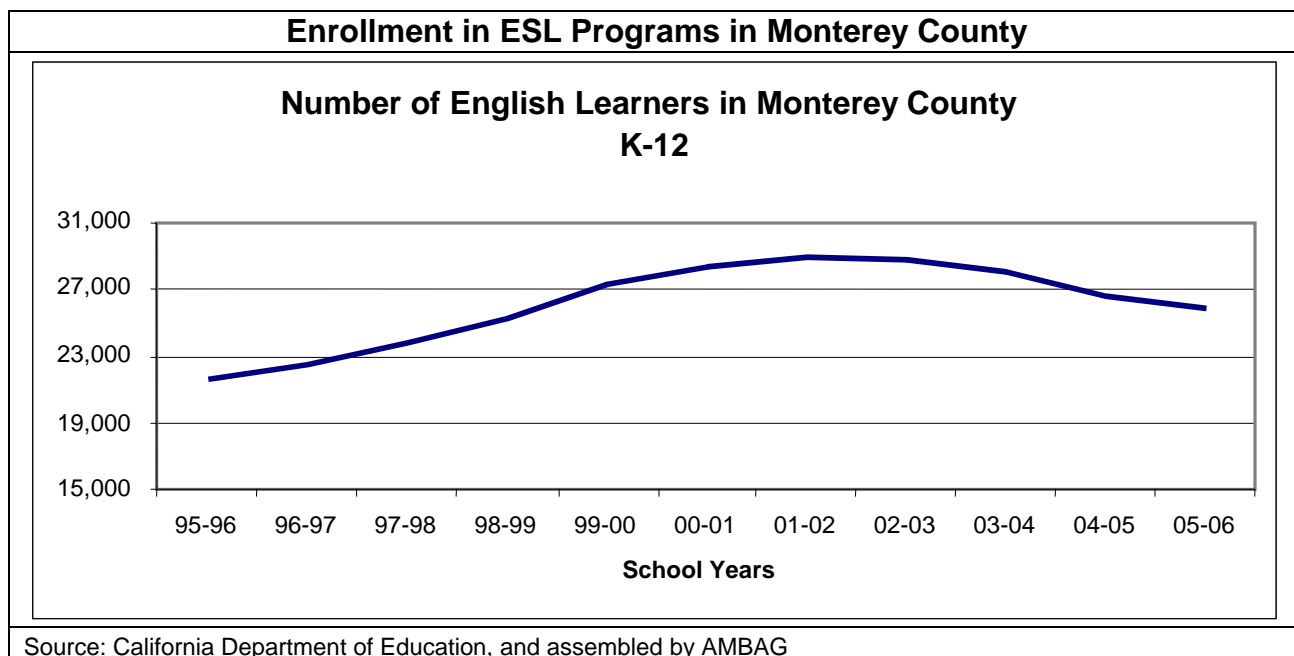
- ❖ In some Salinas Valley cities, less than 5% of adults have a bachelor's degree. The two valley cities with higher 4-year degree rates are Salinas and King City, each of which has a Hartnell College facility. Perhaps some residents first attended their local Hartnell campus to complete their general education requirements, and then went on to a 4-year program.
- ❖ With such a large segment of the adult population without a high school degree, there certainly must be a market for GED programs, basic skills/basic education courses, occupational certificate programs, skills training programs, and short career prep and career advancement programs not requiring the longer time commitment associated with a high school diploma or AA/AS degree program of study.

Academic Preparation/Achievement in our Service Area

Here we look at trends regarding English learners, high school dropout rates, students completing college prep courses, and high school graduates who are college bound in Monterey County.

ENGLISH LEARNERS TODAY

At its height in the 2001-02 academic year, almost 29,000 Monterey County students were learning English via an ESL program. Since then, there has been a steady decline in ESL enrollment. Compared to the 2004-05 year, enrollment in 2005-06 ESL programs fell by another 800 students.



HIGH SCHOOL DROPOUT RATES TODAY

While a large number of Monterey County adults have not completed a high school degree program, County youth enrolled in high school are “staying the course.” County and some Valley high school district dropout rates for Grades 9-12 are lower than the California average. This is a positive trend but there are worrisome completion rate differences across SV districts and schools.

High School Dropout Rates for Salinas Valley, Monterey County, and State

(Reported Dropout Rates for Grades 9-12 High Schools)

<i>Salinas Valley High School District</i>	2001-02	2002-03	2003-04	2004-05	2005-06
Salinas Valley High School District <i>(H.S.: Alisal, Everett Alvarez, North Salinas, Salinas, Mt. Toro)</i>	9.5%	3.5%	5.7%	3.8%	5.6%
Gonzales Unified School District <i>(H.S.: Gonzales)</i>	2.3	13.7	10.0	10.9	2.4
Soledad Unified School District <i>(H.S.: Chalone, Pinnacles, Soledad)</i>	20.3	18.3	9.3	18.0	14.4
King City Joint Unified High School District <i>(H.S.: Greenfield, King City)</i>	8.0	5.9	3.2	3.3	4.1
Monterey County Public High Schools	9.0	6.8	5.7	7.4	6.7
California Public High Schools	10.8	12.7	13.3	12.7	14.3

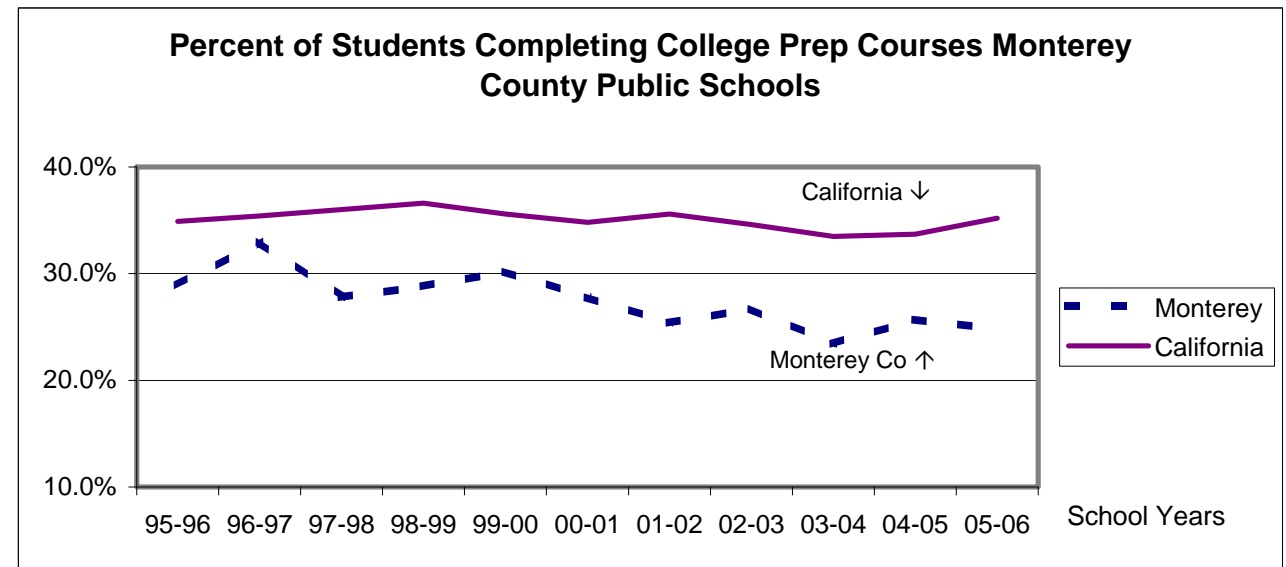
Source: California Department of Education official data website: www.ed-data.k12.ca.us.

In 2002-03, the CDE adopted the NCES definition of dropout: “Students enrolled in grades 7-12 who left before the end of the year and did not return by a specified date in the next year.” The above percentages are the imputed 9-12 grade dropout rates published by CDE. These rates, provided by schools and districts, are published by CDE as submitted, though some percentages may be at odds with prior reported trend data. While these rates seem low, they are virtually identical to those separately reported by the Action Council of Monterey County in their October 2006 Literacy Report.

COMPLETING COLLEGE PREP COURSES TODAY

For at least the past decade, the percentage of county public school students completing college prep courses has been lower than the state average. Since 2004, the gap appears to be widening.

College Prep Course Completion Rates for Monterey County Public Schools



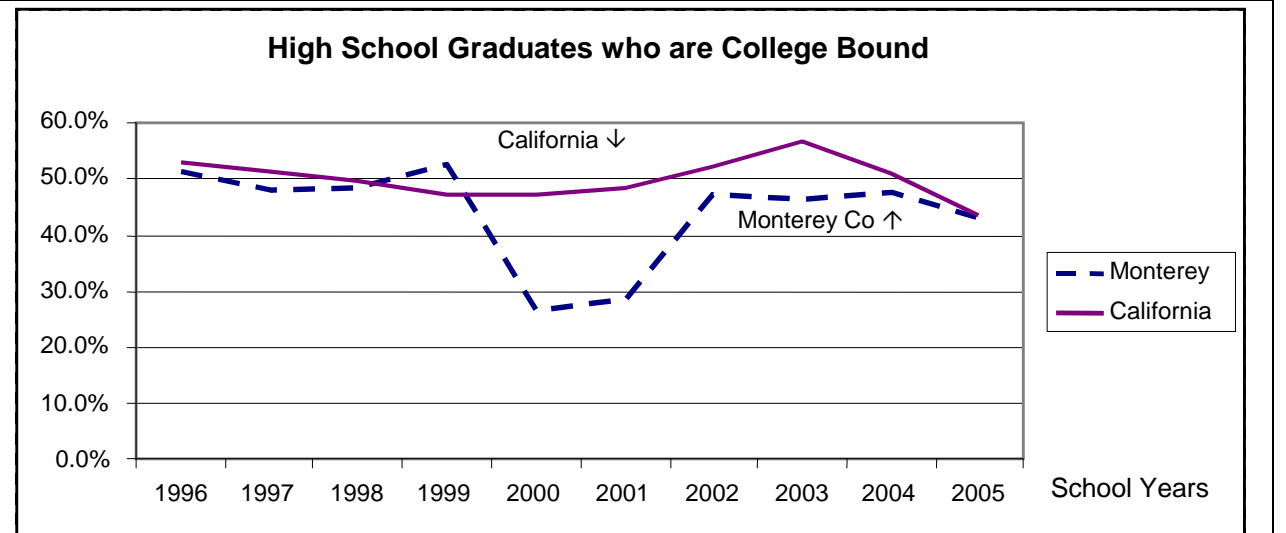
Source: California Department of Education

- ❖ There is an opportunity for Hartnell College to invigorate campus programs designed to help new students be prepared to succeed in college. Summer bridge programs, high school academic outreach programs, teacher summits, first-year college transition skills programs, and remedial courses are just some of the options and opportunities to consider.

HIGH SCHOOL GRADUATES WHO ARE COLLEGE BOUND TODAY

Since 2003, the percentage of public high school graduates in Monterey County who are college bound has been in decline. So, too, have been the recent rates for California.

Public H.S. Graduates College Bound for Monterey County Public Schools



Source: California Department of Education

- ❖ These data can present a challenge to educators and academic administrators. Monterey County public school college bound rates have vacillated since the 1999-2000 school year.
- ❖ Prior tables have demonstrated that a lower percentage of county public school students are completing college prep courses. Perhaps this trend shares some responsibility for the current reduction in the number of county public school graduates who are college bound. How should Hartnell College respond? What are the programmatic implications?



An Economic Profile of Salinas Valley: Today's Trends and to 2020

Employment & Workforce

EMPLOYMENT/WORKFORCE TODAY

The employment base and mix for Monterey County and the 7,400 businesses and employers of the Salinas Valley is quite diversified. Certainly, many city and county leaders would like to attract more green industry, light manufacturing, a strong commercial base, and an increasing retail sector. And, while these goals are obtainable with vision and hard work, the Salinas Valley today represents a good mix of industries and employment opportunities.

Labor Force and Employment Levels in the Salinas Valley

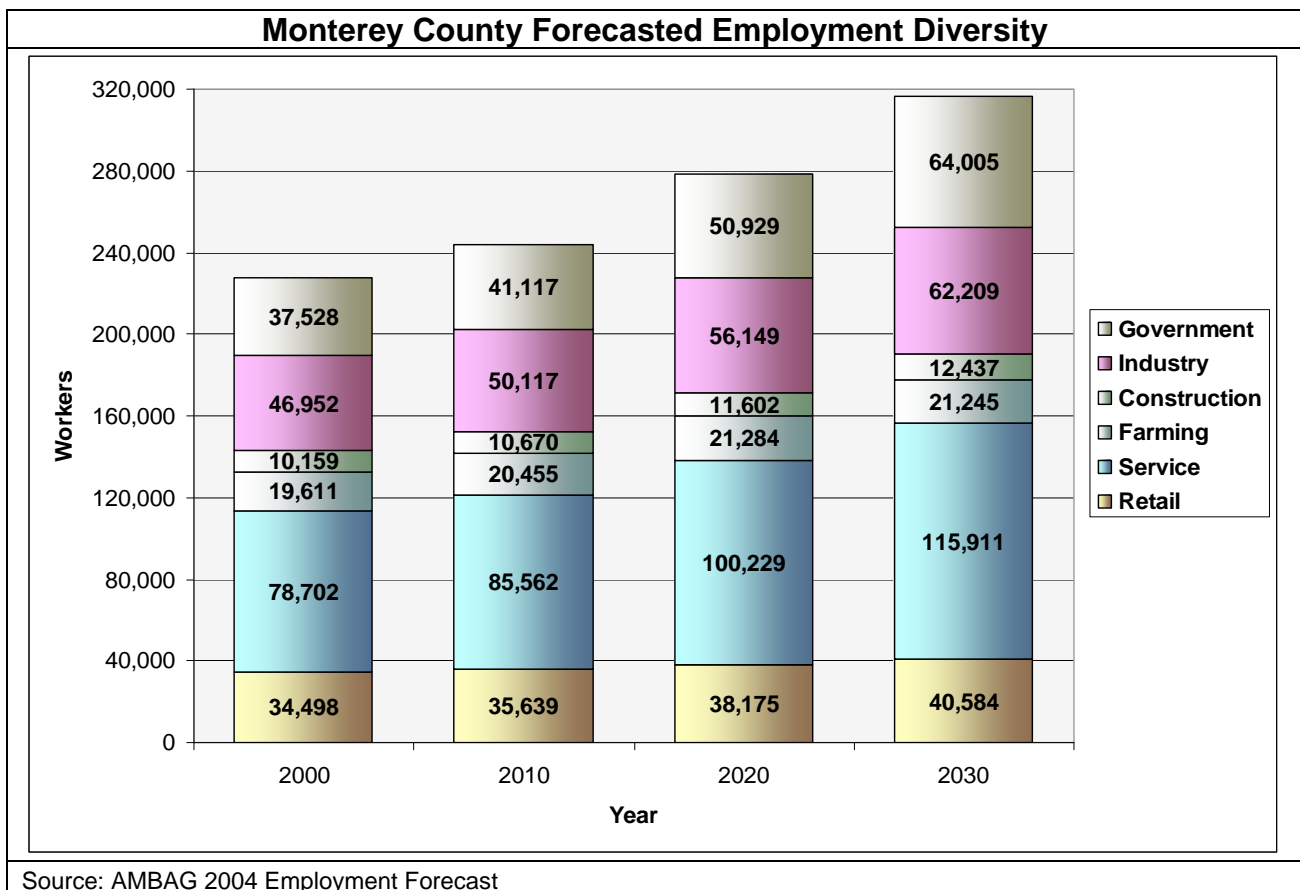
<i>Cities</i>	<i>April 2007 Labor Force</i>	<i>April 2007 Employment</i>
Salinas	71,700	64,300
Gonzales	3,800	3,300
Soledad	5,600	5,100
Greenfield	6,200	5,500
King City	5,500	4,800
<i>CDPs</i>		
Bradley	120	100
Castroville	3100	2,700
Chualar	700	600
Moss Landing	200	200
Prunedale	10,500	9,900
San Ardo	230	200
San Lucas	225	200
Spreckels	330	300
Monterey County	210,100	194,800

Source: Calmis/LMInfo data from Employment Development Department.

- ❖ All of the cities of the Salinas Valley have a substantial workforce. Salinas, in particular, has the largest labor force of any city in Monterey County and represents a fertile prospect for customized training, workforce skills development courses, fee-based career advancement instruction, and occupational education retraining programs.
- ❖ Importantly, the unincorporated community of Prunedale has a larger workforce than the other four cities of the Salinas Valley. Factor in Castroville's 3,000+ workforce and these two CDPs alone represent a significant target marketplace for Hartnell College general education, occupational education, and contract education programs.

EMPLOYMENT/WORKFORCE TOMORROW

Over the next 20+ years, the official AMBAG employment forecast sees employment continuing at a steady increase with much of the fastest job creation occurring in Salinas Valley cities.



- ❖ The greatest increase in jobs created is forecasted to be in the service sector over the next 20+ years. As the population ages and the economy continues to diversity, there will be increased opportunities for entrepreneurs and employees in the professional services sector. Typically, this sector includes from accountants, engineers, educators, attorneys, health care providers, scientists, and specialists to beauticians, and hundreds of other professional service providers.
- ❖ People employed in government/public sector positions will enjoy increased opportunities, for this sector is forecasting to experience substantial, sustained growth for 2010, 2020, and even 2030.

- ❖ The construction industry should have basic growth for the foreseeable future. The recent passage of construction and infrastructure bonds will help to keep current companies strong and busy. However, one of the key local issues has been the push for no or slow growth, and the uncertain future this causes is obvious in projections for this industry.
- ❖ Another important industry forecasted for basic growth is agriculture/farming. There has been a well-documented trend toward more mechanization and the introduction of advanced technologies in this industry and the result will be steady agricultural economic activity, but relying on fewer workers tomorrow for the same tasks performed today.

Unemployment

UNEMPLOYMENT/WORKFORCE TODAY

At the core of the Salinas Valley economy is agriculture and the allied/supporting/vertical industries that support this significant industry. Though the agriculture industry is more and more becoming a year-around business, there are periods of intense employment and periods of unemployment and underemployment. Here is a look at the available workforce and actual employed workforce for Salinas Valley cities and unincorporated communities.

Unemployment Rates in the Salinas Valley Today and Back to 2000

<i>Cities</i>	<i>April 2007</i>	<i>Year 2006</i>	<i>Year 2005</i>	<i>Year 2004</i>	<i>Year 2003</i>	<i>Year 2002</i>	<i>Year 2001</i>	<i>Year 2000</i>
Salinas	10.4%	10.0%	10.4%	11.8%	12.7%	12.7%	11.1%	10.5%
Gonzales	13.9%	13.5%	14.0%	15.7%	16.9%	16.8%	14.8%	14.1%
Soledad	9.3%	9.0%	9.4%	10.6%	11.5%	11.4%	10.0%	9.5%
Greenfield	11.2%	10.8%	11.3%	12.8%	13.7%	13.7%	12.0%	11.4%
King City	12.5%	12.1%	12.5%	14.2%	15.2%	15.2%	13.4%	12.6%
<i>CDPs</i>								
Bradley	3.5%	3.4%	3.5%	4.0%	4.3%	4.3%	3.7%	3.5%
Castroville	13.8%	13.3%	13.9%	15.6%	16.8%	16.7%	14.7%	14.0%
Chualar	18.8%	18.2%	18.9%	21.1%	22.6%	22.5%	20.0%	19.0%
Moss Landing	15.1%	14.6%	15.1%	17.0%	18.3%	18.2%	16.1%	15.2%
Prunedale	5.3%	5.1%	5.4%	6.1%	6.6%	6.6%	5.7%	5.4%
San Ardo	16.2%	15.7%	16.2%	18.2%	19.5%	19.5%	17.2%	16.4%
San Lucas	13.9%	13.5%	14.0%	15.8%	16.9%	16.9%	14.9%	14.1%
Monterey County	7.3%	7.0%	7.3%	8.3%	9.0%	8.9%	7.8%	7.4%
California	5.0%	4.9%	5.4%	6.2%	6.8%	6.7%	5.4%	4.9%
United States	4.5%	4.6%	5.1%	5.5%	6.0%	5.8%	4.7%	4.0%

Source: Calmis/LMInfo data from Employment Development Department

- ❖ Annually since 2000, the county's unemployment rate has been higher than the rate for the state and the rate for every Salinas Valley city has been higher than that of the county.
- ❖ Among cities, Soledad has maintained the lowest rate of unemployment this decade, even though its rates hit double digits for some years.

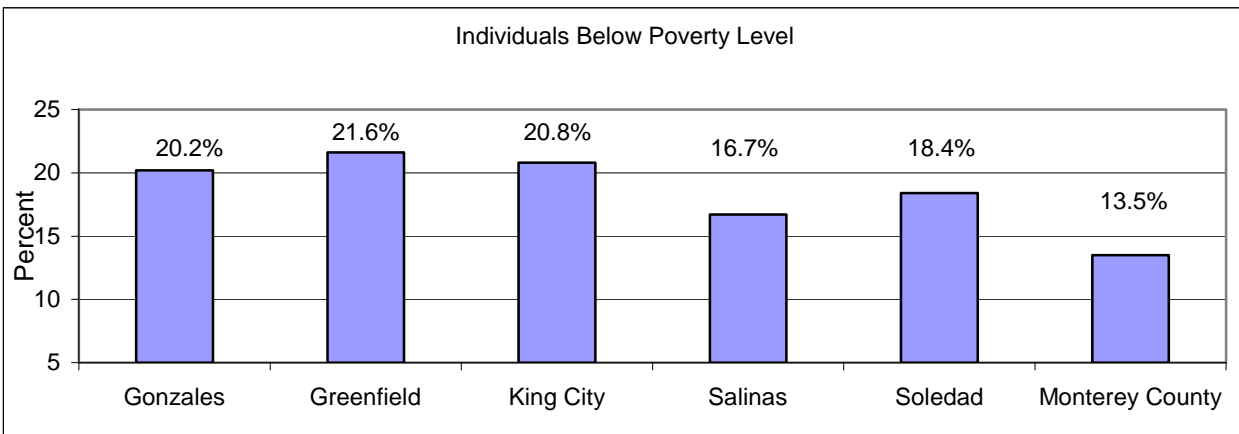
- ❖ Annually, the unemployment rates of the Salinas Valley are generally double the rate for California and for the nation.
- ❖ In local economies with such high unemployment rates, many in the workforce can benefit from skills training and training for new careers.

Poverty Levels

INDIVIDUAL AND FAMILY POVERTY TODAY

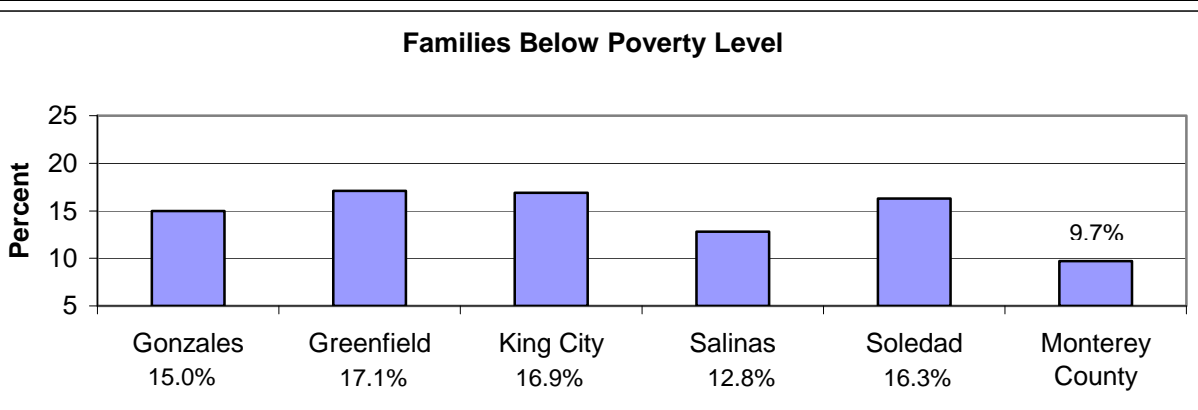
Given the relative lack of educational attainment in the adult segment of the Valley's population and their relatively low educational attainment levels, higher rates of poverty cannot be far away. The 2000 Census is the primary source for poverty statistics at the city level. With an agricultural workforce that has remained at about the same level, and unemployment rates in 2007 that virtually match those at the beginning of the decade, the poverty data for 2000 may well represent today's poverty profile of the population of the valley.

Individuals Experiencing Poverty in the Salinas Valley



Source: 2000 Census

Families Experiencing Poverty in the Salinas Valley



Source: 2000 Census

- ❖ Except for those who live in Salinas, nearly one-in-five individuals residing in a Salinas Valley city and one-in-six Salinas Valley families live below the poverty level.



Trends, Training, and Technical Assistance Needs of Salinas Valley Businesses:

Findings from the 2007 Salinas Valley Business Census

Here we present the key findings of the Hartnell College survey of Valley businesses. The findings regarding the business sector are based on the results of a sample of 484 out of 540 responding businesses. The main focus of this effort was to develop specific Salinas Valley data. In aggregate, the data are quite reliable. We have included city-by-city displays, as well. While the response rates for the cities of Salinas and King City are sufficient for significance, the data for the other cities of the Valley should be valued for their general trend information.

Profile of Surveyed Businesses

The findings are based on the views of businesses located throughout the Salinas Valley. Care was taken to ensure that businesses from unincorporated communities (such as Prunedale, Castroville, Chualar, Spreckels, Bradley, etc.) were included.

Participating Businesses by City/Community

	<i>Frequency</i>	<i>%</i>
Salinas	281	58.1
Gonzales	19	3.9
Soledad	24	5.0
Greenfield	11	2.3
King City	78	16.1
<i>Unincorporated:</i>		
Castroville	28	5.8
Other Unincorporated Area	43	8.9
TOTAL	484	100.0%

The project sought to generate respondents from a mix of industries and business types and the resulting database demonstrates respondents from a variety of business sectors.

Industry Mix of Participating Businesses

Agriculture/forestry/fishing	7.5%
Construction	5.2
Manufacturing	2.7
Transportation/distribution	1.2
Public administration	8.1
Wholesale Trade	1.2
Retail Trade	33.6
Finance/insurance/real estate	6.6
Services	28.8
Technology-related	3.1
Hospitality/tourism	1.9

Language Usage in Business

Previous tables have documented the significant segment of the service area population that is Hispanic and prefers to speak Spanish at home. The use of Spanish is not limited to home usage.

- ❖ Salinas Valley business owners and operators use Spanish about one-third of the time to communicate with their employees and Spanish is used 38% of the time as the language of commerce between a business and its clients and customers.

Percentage of Communication Conducted in Spanish

	<i>With Employees</i>	<i>With Customers/ Clients</i>
None	43.5%	18.0%
1% - 5%	3.6	10.3
6% - 10%	8.9	8.7
11% - 20%	3.1	5.9
21% - 40%	5.5	13.9
41% - 80%	17.7	28.0
81% - 100%	17.7	15.2
Mean	31.1%	38.0%

Percentage of Communication Conducted in Spanish: By City

<i>Salinas Valley City</i>	<i>Mean % With Employees</i>	<i>Mean % With Customers/Clients</i>
Salinas	27.4%	35.9%
Gonzales	24.7	40.7
Soledad	40.7	33.0
Greenfield	52.1	64.3
King City	42.1	45.2
All Salinas Valley	31.1%	38.0%

- ❖ The cities of Salinas and Gonzales see the lowest percentage of use of Spanish for communication between owner and employee, while, in Greenfield over 50% of the conversation within a business unit is in Spanish.
- ❖ This reliance on Spanish and English in the workplace may represent opportunities for Hartnell College and courses related to ESL, bilingualism, Spanish, and English.

Size of Salinas Valley Businesses

The size of a business, as reported by the owner/operator, approximates the size mix reported across much of California.

- ❖ Two-in-three businesses consider themselves “small,” and 7.7% identify as a large firm.

Size of Company Relative to Other Businesses in Industry

Small	65.3%
Medium	27.0
Large	7.7

Median Number of Employees in a Business: By City

<i>Salinas Valley City</i>	<i>Median # Employees</i>
Salinas	7.0
Gonzales	7.5
Soledad	10.0
Greenfield	8.0
King City	5.0
S.V. Median # of Employees	7.0

- ❖ A typical business in the Valley has seven employees, generally including a mix of full time, part time, and seasonal employees.
- ❖ For Hartnell College programs targeted at such businesses to be economically feasible, it may require strategies that bring together the employees of several companies at a time in order to generate a critical mass of trainees/enrollees.

Economic Stability of Valley Businesses

How a business owner regards his or her economic footing can well influence plans for expansion, purchases, hires, and investment in workforce skills development.

Current Business Activity Level: By City

<i>Salinas Valley City</i>	<i>Greatly Expanding</i>	<i>Moderately Growing</i>	<i>Holding Steady</i>	<i>Business is Declining</i>
Salinas	10.2%	40.8%	39.2%	9.8%
Gonzales	11.1	38.9	38.9	11.1
Soledad	5.0	35.0	50.0	10.0
Greenfield	12.5	25.0	37.5	25.0
King City	6.8	47.3	41.9	4.1
All Salinas Valley	8.9%	39.9%	42.8%	8.4%

- ❖ Overall, business owners in the Salinas Valley are just as likely to be in a growth mode as they are to be holding steady. Only 8% report their business is in decline, while nearly 9% report they are in the midst of significant growth and expansion.
- ❖ Some of the central valley cities (Greenfield, in particular) have a higher percentage of business owners saying they are in tough times. Certainly those companies could benefit from the types of services offered by small business development chambers, the Monterey County Business Council, and the chambers of commerce of the Valley.

Current and Future Workforce Needs

Of the responding 484 businesses, about 300 employers offered detailed information about their workforce. In many such employer survey initiatives, businesses – particularly small business owners and those involved in agriculture – are hesitant to share specific information regarding the size of their current workforce, vacancies, anticipated hires, and pay rates. Many feel that such data are confidential. We honored this perspective by not pushing employers to complete these few questions regarding size of workforce and pay levels. For labor market forecasts, the Monterey County Workforce Investment Board (WIB) serves Hartnell College and other entities. The WIB annually produces a host of reports that forecast Monterey County labor market and occupational trends. WIBs and other agencies contribute to a robust set of labor market data and reports, by county, that are available at <http://www.labormarketinfo.edd.ca.gov/>. Similarly, the California Department of Finance as well provides an extraordinary amount of data at the county level, including wage and employment data, by industry. The Monterey County economic and labor market profile can be found at http://www.dof.ca.gov/HTML/FS_DATA/profiles/monterey.xls.

For Valley employers that did provide job related information for this project, we were pleased that they provided information including job title and average wage of currently employed individuals and the number of new hires projected over the next three years and five years from now.

Percent of Current Employees by Job Grouping

<i>Job Category</i>	<i>% Of All Current Employees*</i>	<i>Average Hourly Wage</i>
Plant farming occupations	54.7%	\$11.72
Education occupations	5.8	\$22.37
Administrative specializations	5.1	\$20.72
Recreation, media	4.9	\$ 9.75
Miscellaneous sales occupations	3.5	\$10.00
Construction occupations	2.4	\$26.07
Managers and officials	2.3	\$16.02
Protective service occupations	2.1	\$20.58
Processing of food, tobacco and related	1.9	\$10.96
Food, beverage prep and service	1.9	\$ 9.36
Law and jurisprudence occupations	1.5	\$40.74
Miscellaneous personal service occupations	1.4	\$14.00
Medicine and health occupations	1.4	\$29.65
Miscellaneous clerical occupations	1.4	\$12.97
Computing, account recording	1.3	\$11.90
Mechanics and machinery repairers	1.1	\$17.63
Building and related service	1.0	\$13.17

** Included are job categories accounting for greater than 1% of all employees.*

- ❖ For the workforce of the hospitality industry in Salinas, these workers continue to earn among the lowest wages in any industry within Hartnell's service area. As the Valley looks to increasing its hospitality/tourism sector, it will continue to be challenged to find a competent workforce willing to work for comparatively low wages.

- ❖ With the average wage between \$9 - \$12 for hospitality workers, agricultural workers, retail sales clerks, clerical staff, bookkeepers, food processors, and other general workforce categories, the challenge to industry and to Hartnell College is to create job advancement opportunities within area companies and to provide the skills training and career development programs that help a Valley resident to advance up their job ladder.

This subgroup of 300 Valley employers anticipates several years of fairly rapid job growth in their businesses and organizations.

Projected Job Vacancies by Major Job Grouping

	<i># New Hires for New or Vacant Positions</i>	
	<i>Next 1-3 Years</i>	<i>5 Years from Now</i>
Agricultural & related	1,601	625
Professional/technical/managerial	483	676
Clerical/sales	469	575
Service	164	258
Machine trades	78	111
Structural work	68	84
Bench work	30	38
Miscellaneous occupations	22	32
Processing	36	11

- ❖ Recall that nearly one-half of surveyed businesses indicate they are in a period of moderate to rapid expansion with nearly one-in-ten is in the middle of great expansion. Just this subset of 300 employers projects hiring almost 3,000 new employees over the next 36 months and an additional nearly 2,500 within the next 60 months. What a tremendous opportunity this represents for Hartnell College and other education and training providers to help prepare a very large local labor pool for the coming aggressive hiring season.

Top Occupational Categories with Highest Anticipated Need for Additional Hires in 3+ Years

①	Plant farming occupations
②	Miscellaneous sales occupations
③	Education occupations
④	Administrative specializations
⑤	Food, beverage prep and service
⑥	Managers and officials
⑦	Computing, account recording
⑧	Mechanics and machinery repairers
⑨	Miscellaneous clerical occupations
⑩	Medicine and health occupations

- ❖ Finally, area employers have forecasted the above occupational categories that will enjoy substantial growth and opportunity over the next 36 months.

Key Workforce Skills Needed

The majority of business owners, both valley-wide and city-by-city, believe there are specific skills that their current workforce needs.

NEEDED WORKFORCE SKILLS TODAY

Are There Industry-Specific Skills Needed by Current Workforce? By City

<i>Salinas Valley City</i>	Yes	No
Salinas	64.6%	35.4%
Gonzales	66.7	33.3
Soledad	61.9	38.1
Greenfield	80.0	20.0
King City	51.4	48.6
All Salinas Valley	61.4%	38.6%

Top Skills and Abilities Needed by Today's Workforce: By City

(Among those that indicate there are skills needed by current workforce)

<i>Skill Needed by Today's Workforce</i>	Salinas	Gonzales	Soledad	Greenfield	King City	All Valley
Ability to adopt new technology	2.0%	--	9.1%	--	--	2.0%
Accounting/finance skills	6.5%	10.0%	--	--	5.9%	5.7%
Agricultural industry skills	4.6%	--	18.2%	--	2.9%	4.1%
Automotive technology skills	4.6%	20.0%	--	--	2.9%	4.9%
Basic skills (reading, writing, math)	5.9%	20.0%	--	25.0%	5.9%	7.3%
Bilingual ability	3.9%	--	--	--	2.9%	3.3%
Communication/customer relations	27.5%	10.0%	18.2%	12.5%	14.7%	22.9%
Computer applications/software	10.5%	10.0%	--	25.0%	26.5%	14.3%
Construction trades skills	10.5%	10.0%	9.1%	--	11.8%	9.4%
Cosmetology/barbering skills	3.3%	--	--	--	--	2.4%
Electronics technology skills	5.9%	--	--	--	--	4.1%
English competency	10.5%	--	--	12.5%	5.9%	9.0%
Food preparation/service skills	7.2%	--	9.1%	--	5.9%	6.1%
Leadership/supervision/management	1.3%	--	18.2%	--	--	2.0%
Machine trades/mechanical skills	5.2%	30.0%	--	--	2.9%	5.7%
Medical/dental/health tech skills	9.2%	30.0%	27.3%	12.5%	26.5%	12.7%
Office/clerical skills	3.3%	--	18.2%	--	5.9%	3.7%
Sales/marketing/advertising skills	8.5%	--	9.1%	--	5.9%	6.9%
Spanish proficiency	2.0%	--	--	--	8.8%	2.4%
Teaching/education/more education	2.6%	10.0%	9.1%	12.5%	--	3.3%
Welding skills/experience	2.0%	10.0%	--	12.5%	2.9%	2.4%
Work ethic/personal values/prob solv.	3.9%	--	--	12.5%	--	2.9%

- ❖ Business owners throughout the Valley understand that the proficiency and skill level of their employees will play a major role in the success and growth of their company.
- ❖ As they look at their marketplace, they indicate that some of the most important skills for today's workforce are: communications, customer relations, proficiency with computers and software packages, and basic skills.
- ❖ Given what we now know about the bilingual operating environment of many businesses (both between employees and with customers), the data notes that there is at least moderate acknowledgement of the need for employees to be competent in English.
- ❖ Looking beyond just their workers, today's employers indicate that more of today's workforce needs to be skilled in medical, dental, and health technologies along with those skill sets required in the construction trades.
- ❖ There are differences in current skill set needs by city, which is understandable given the dynamics of local economies.
- ❖ The workforce of the Salinas Valley today numbers nearly 120,000 people. Connecting employers with customized educational and training programs to address current skill set needs represents an extraordinary opportunity for Hartnell College and its educational partners.

NEEDED WORKFORCE SKILLS TOMORROW

The world of commerce is in a state of constant change. From local marketplace dynamics to international competition to technology advances, businesses everywhere face an environment of constant challenge.

Salinas Valley employers believe that steady changes in the area economy will require different levels and types of skill sets and proficiencies in the workforce of tomorrow.

Are There Industry-Specific Skills Needed by Applicants for Your Industry Over the Next 5 Years? By City

<i>Salinas Valley City</i>	<i>Yes</i>	<i>No</i>
Salinas	64.3%	35.7%
Gonzales	61.1	38.9
Soledad	70.0	30.0
Greenfield	71.4	28.6
King City	46.4	53.6
All Salinas Valley	60.2%	39.2%

- ❖ Over 60% of Valley business owners and operators believe that their workforce, and the workforce of their industry, will need to emphasize specific skill sets in the coming years. Over seven-in-ten of the businesses in Greenfield and Soledad share this perspective of change and focus.

Top Skills and Abilities Needed by Workforce of Tomorrow: By City
(Among those that indicate there are skills needed by workforce over the next 5 years)

<i>Skill Needed by Tomorrow's Workforce</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>	<i>All Valley</i>
Ability to adopt new technology	0.7%	--	7.7%	--	--	1.3%
Accounting/finance skills	7.5%	--	--	20.0%	--	5.6%
Agricultural industry skills	2.7%	--	--	--	--	1.7%
Automotive technology skills	4.1%	9.1%	--	--	--	3.0%
Basic skills (reading, writing, math)	7.5%	45.1%	7.7%	40.0%	--	9.9%
Bilingual ability	6.8%	9.1%	7.7%	20.0%	11.1%	7.7%
Communication/customer relations	26.5%	9.1%	30.8%	20.0%	33.3%	25.8%
Computer applications/software	12.2%	18.2%	15.4%	--	29.6%	15.9%
Construction trades skills	8.8%	9.1%	--	--	--	6.0%
Cosmetology/barbering skills	1.4%	--	--	--	--	1.3%
Electronics technology skills	1.4%	--	--	--	--	1.3%
English competency/proficiency	6.8%	9.1%	--	--	11.1%	7.3%
Food preparation/service skills	3.4%	--	--	--	7.4%	3.9%
Leadership/supervision/management	4.8%	--	7.7%	--	--	3.4%
Machine trades/mechanical skills	4.8%	9.1%	15.4%	--	3.7%	5.2%
Medical/dental/health tech skills	10.9%	18.2%	15.4%	--	22.2%	11.6%
Office/clerical skills	5.4%	--	7.7%	--	3.7%	4.3%
Sales/marketing/advertising skills	8.2%	--	15.4%	--	3.7%	6.4%
Spanish proficiency	2.7%	--	--	--	3.7%	2.1%
Teaching/education/more education	2.7%	18.2%	15.4	20.0%	--	3.0%
Water technology skills	2.0%	--	--	--	7.4%	3.4%
Welding skills/experience	2.0%	9.1%	--	--	--	1.7%
Work ethic/personal values	5.4%	--	7.7%	--	--	5.6%
Critical thinking, problem solving	2.0%	--	--	--	--	1.3%
Job readiness skills	2.0%	--	--	--	--	1.7%
Multi tasking skills	2.7%	--	--	--	--	2.1%

- ❖ Today's employers believe that five years from now the top skills and abilities needed by the workforce of tomorrow will continue to represent some of the very skills important in today's workforce: communication skills, customer relations, computing proficiency, and skills related to the healthcare profession.
- ❖ Employers believe there will be an increased emphasis on basic skills, sales and marketing skills, mechanical skills related to the machine trades, and construction trades expertise.
- ❖ There will continue to be a strong emphasis on bilingual ability and English competency skills in tomorrow's cadre of workers.
- ❖ Importantly, the key skill sets that employers believe are important for today's and tomorrow's workforce are ones for which Hartnell College already has created training and occupational education programs. Now, we just need to link businesses to those programs.

Education and Training Programs and Services of Interest

Valley employers are able to identify the occupational, vocational, and training programs currently offered or envisioned by Hartnell that are of interest to them, their employees, or their industry.

Current and Potential Hartnell College Education and Training Programs of Interest: By City

<i>Program Area</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>	<i>All Valley</i>
Agriculture business/sales/mgmt	12.1%	10.5%	29.2%	9.1%	15.4%	13.2%
Agriculture science/technology	5.0%	21.1%	20.8%	9.1%	7.7%	7.2%
Automotive technology/repair	6.0%	26.3%	8.3%	--	9.0%	7.4%
Basic skills	39.1%	36.8%	33.3%	9.1%	25.6%	37.6%
Business/marketing/strategic planning	30.2%	26.3%	33.3%	9.1%	28.2%	28.1%
Communication skills	56.6%	36.8%	50.0%	27.3%	42.3%	51.2%
Computer apps/networking/repair	31.0%	36.8%	33.3%	9.1%	34.6%	31.6%
Construction technology	7.5%	10.5%	4.2%	--	12.8%	8.1%
Cultural diversity	12.5%	--	8.3%	--	5.1%	10.7%
Customer service skills	54.4%	31.6%	37.5%	36.4%	46.2%	49.2%
Digital arts	6.0%	5.3%	16.7%	--	5.1%	6.4%
Drafting technology	3.9%	10.5%	4.2%	--	5.1%	4.8%
Electronics	9.3%	--	8.3%	--	2.6%	7.4%
Employee wellness	22.4%	15.8%	16.7%	--	10.3%	18.8%
English as a Second Language (ESL)	20.6%	--	20.8%	45.5%	30.8%	23.3%
Environmental regulations/HazMat	7.1%	26.3%	12.5%	36.4%	10.3%	9.9%
Health and safety in the workplace	22.4%	26.3%	29.2%	36.4%	20.5%	22.9%
Health technologies	7.1%	15.8%	16.7%	9.1%	11.5%	8.3%
Homeland security	1.1%	--	--	18.2%	3.8%	2.3%
Hospitality/travel/food service	5.3%	--	16.7%	--	5.1%	6.4%
Human resource management	12.5%	10.5%	20.8%	9.1%	10.3%	11.4%
Industrial technology	2.8%	15.8%	12.5%	--	3.8%	4.3%
Info technology/systems management	8.9%	10.5%	12.5%	9.1%	3.8%	7.9%
Leadership/supervision	40.6%	47.4%	50.0%	36.4%	32.1%	39.0%
Manufacturing technology	3.9%	21.1%	--	--	1.3%	3.5%
Mechanical technology	9.6%	15.8%	8.3%	--	10.3%	9.9%
Office procedures	26.0%	26.3%	20.8%	27.3%	20.5%	24.6%
Public safety	7.1%	21.1%	12.5%	36.4%	10.3%	10.1%
Sales/marketing	29.5%	21.1%	33.3%	18.2%	25.6%	27.5%
Team building/working together	32.4%	21.1%	33.3%	18.2%	20.5%	28.3%
Water technology	3.6%	10.5%	8.3%	--	3.8%	4.8%
Website design/maintenance	9.3%	21.1%	16.7%	9.1%	7.7%	9.9%
Welding	5.7%	26.3%	12.5%	9.1%	9.0%	7.6%
Workplace Spanish/English	24.2%	26.3%	37.5%	9.1%	29.5%	25.6%

These data present some interesting realities for Hartnell College:

- ❖ The educational and training programs highlight numerous programs of interest valley wide and by city. The following occupational programs are of particular importance:
 - Agriculture business
 - Business
 - Computing
 - Office procedures
 - Construction, mechanical, and environmental (HazMat) technologies
 - Sales/marketing
- ❖ Valley business owners, for themselves and for their employees, are very interested in training/education programs focusing on the following:
 - Basic skills
 - Communication skills
 - Customer service skills
 - English as a second language
 - Leadership and supervision
 - Team building and working together
 - Workplace Spanish and English
 - Employee wellness
 - Health and safety in the workplace
 - Human resource management
- ❖ Some training and occupational/vocational education topics and program areas have substantial interests from business owners not only in Salinas, but also in the cities of the central valley. Thus, a response strategy could include responding with courses and programs offered not only at the Salinas campus but also at the King City Education Center. It may well be that some training and programs could be delivered in a location midpoint between Salinas and the King City center, such as Soledad. Some of the topic areas of particular importance to the central valley area include:
 - English as a second language
 - Health and safety in the workplace
 - Leadership and supervision
 - Customer service skills
 - Communication skills
 - Basic skills
 - Office procedures
 - Team building
 - Workplace Spanish and English

THE ONE HARTNELL PROGRAM. Valley employers were asked to identify the one training or education program/service Hartnell College could provide that would be of the greatest benefit to their business or organization. The top three most important training program topics identified:

- ❶ Computer applications and software
- ❷ Business
- ❸ Communications/customer relations

Interest in Course Packaging and Delivery Methods

While it is important to identify training topics and occupational/vocational education programs of particular interest, it is equally important to understand the “how and where” of program design and delivery of interest to Valley employers and their employees.

Interest in Varied Training Delivery Methods

	<i>Mean Rating*</i>	<i>Very Interested</i>				<i>Not Very Interested</i>
		5	4	3	2	1
Training/courses at Hartnell College's main campus in Salinas	3.48	37.7%	17.5%	18.9%	7.3%	18.6%
Training/courses online via the Internet	3.30	28.4	23.1	18.4	10.0	20.0
Training/courses offered on weekends	3.28	28.0	22.7	19.7	8.8	20.8
Training/courses via self-paced computer software	3.12	23.1	20.5	23.8	10.4	22.2
Training/courses offered at your business site	2.73	21.1	13.4	17.6	12.7	35.2
Training offered at other area locations	2.58	13.3	14.5	22.7	16.2	33.3
Training/courses at Hartnell College's King City Education Center	2.47	20.6	11.1	11.4	8.5	48.3

* Mean Rating: 1=Not Very Interested/5=Very Interested

Mean Interest in Varied Training Delivery Methods: By City

	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>
Training/courses at Hartnell College's main campus in Salinas	3.89	4.31	3.57	2.70	2.06
Training/courses online via the Internet	3.16	4.06	4.00	3.33	3.48
Training/courses offered on weekends	3.19	3.78	4.05	3.50	3.23
Training/courses via self-paced computer software	3.00	3.82	3.83	3.00	3.12
Training/courses offered at your business site	2.57	3.71	3.68	3.44	2.61
Training offered at other area locations	2.59	3.38	3.38	2.50	2.18
Training/courses at Hartnell College's King City Education Center	1.84	2.94	3.08	4.50	4.19

* Mean Rating: 1=Not Very Interested/5=Very Interested

- ❖ The top table shows the locations and delivery formats of training programs of interest to Salinas Valley employers. In aggregate form, the location of the preferred training location is understandably skewed by the location of the employer. Hence, Salinas-based business owners would prefer to take courses at Hartnell College more than they would prefer to drive out to the King City Education Center, and vice versa. For preferred location of training and courses, it is better to look at the second table that provides these data by city.
- ❖ Looking at course packaging and delivery methods of interest, the top table indicates that the following delivery formats are of at least medium to above average interest to Salinas Valley employers:
 - Training/courses online and via the Internet
 - Training/courses via self-paced computer software
 - Training/courses offered on weekends
 - And, to a somewhat lesser degree, training offered at the business site
- ❖ Looking at the “by city” table, one can readily see that business owners and employers located in the central valley cities (e.g., Gonzales, Greenfield, Soledad, and King City) are particularly interested in training and courses offered via the Internet and by self-paced computer software. These businesses are keenly interested in courses and educational programs offered on weekends.
- ❖ Looking at where to take courses based on the city in which the employer is located, indicates that Greenfield and King City businesses first want to turn to courses offered at the King City Education Center. Of interest, however, is the trend that has Gonzales businesses more interested in Hartnell College as a location for courses over King City. This may be because these businesses anticipate that Hartnell College would offer a wider array of courses and services compared to the King City Education Center.
- ❖ It is very important to note the interest in online/Internet-based training. This delivery format depends on the user having access to a computer and to a relatively fast connection service. Most businesses of any size in California have a computer, and over 90% of those computers have Internet access. Further, recent studies show that most business-based Internet access is at least DSL, and DSL speeds are sufficient for most online course delivery. Later data on residential computer and online usage in the Valley will demonstrate that the majority of Valley residents have access to a computer that has Internet capabilities and that the connection typically is DSL. (*See Technology Adoption Practices of California Small Businesses*, February 2007, California Small Business Education Foundation).

Employers were questioned about their interest in training and courses being offered in Spanish or in a bilingual format.

Would you like any courses offered in Spanish or bilingual format?

Yes	41.8%
No, English is fine	58.2

The majority indicates that English-only instruction is fine. It is important to note the number of employers who indicated interest in Spanish-only or bilingual course delivery. As earlier tables have noted, at least 30% of the communication between an employer and employees is conducted in Spanish and up to 38% of the communication with customers is conducted in Spanish, as well.

Specific Workforce/Workplace Development Programs

Employers rely on their employees to create, deliver, and maintain the goods, services, and relationships that form the core of a business or organization. For the most part, Salinas Valley employers draw their basic workforce from the Valley's labor pool. The level of educational preparation of that entry-level job pool can influence the degree to which employers must seek additional training for their workforce. When asked about the degree to which the general entry-level labor pool of the Salinas Valley is educationally and job ready, employers believe that much work remains to be accomplished.

Grade Given for Level of Skills & Job Readiness of General Entry-Level Labor Pool

	<i>Mean Grade*</i>	A	B	C	D	F
Interpersonal skills	2.39	16.4%	25.6%	41.9%	13.3%	2.8%
English proficiency	2.35	21.5	23.0	30.9	18.3	6.3
Work ethic	2.35	21.4	25.2	27.9	17.6	7.9
Oral communication	2.32	18.2	21.0	39.2	18.0	3.5
Use of technology	2.21	12.4	26.3	37.0	18.6	5.7
Math skills	2.12	9.4	25.4	38.4	22.1	4.8
Written communication	2.06	11.8	22.0	34.1	24.2	7.8

* Mean Grade: 4=A, 3=B, 2=C, 1=D, 0=F

- ❖ Employers give a "C" to "C+" grade for the skills and job readiness level of the Valley's entry-level labor pool. In no category of educational preparation does an employer give even a "B" or "B-" grade. They consider math skills and writing skills to be particularly low. This is valuable information for Hartnell College and its educational and workforce development partners. In plain terms, employers are not impressed with readiness levels.

Across the Salinas Valley, many employers and business owners can pinpoint the types of technical assistance and services critical to their growth and success. Some types of technical assistance in demand connect well with Hartnell College services.

Technical Assistance Programs/Services Important to Valley Employers

Training/workforce assistance	36.2%
Marketing/advertising assistance	28.9
Cash flow management/financial assistance	27.3
Information on employee benefits	16.3
Direct business counseling	14.0
New technology adoption assistance	12.6
One-stop simplified permit process	12.0
Identifying organizations to share training costs	11.6
Energy efficiency incentives/programs	10.3
Site expansion/relocation information	8.9
Procurement assistance/certification	2.9

- ❖ The top form of technical assistance identified by employers across the Salinas Valley is training and workforce assistance. Hartnell College is in a strong position to be of important assistance in this regard. It already has the capability to deliver workforce development, contract education, and occupational education programs on topic areas specifically identified by employers as vital and important.
- ❖ The College can play an important role in providing other types of vital assistance, through courses, fee-based contract education, or a small business development center:
 - Marketing and advertising assistance
 - Direct business counseling
 - New technology adoption assistance
 - Identifying organizations to share training costs
- ❖ Working in concert with other educational and workforce development partners, the College could as well pursue funding to provide training or direct assistance for virtually all of the topics identified above. Numerous other community colleges have secured funding to operate procurement assistance programs, one-stop assistance centers, and centers assisting with international trade and development. These can be important considerations for Hartnell College.

In addition to technical assistance programs important to economic growth, Valley employers have a strong sense of the types of specific employee and employment-related services that are vital to their economic success. The following is a list of the most important employee-focused services of interest to Valley business owners and operators.

Employee/Employment Services of Interest to Valley Employers

Customized training programs	32.9%
Developing a qualified applicant pool for job openings	32.2
On-the-job training subsidy for new employees	24.0
Employee safety and wellness services	23.6
Skills testing/assessment for new or current employees	22.5
Employee tax credits	13.8
Employee physicals and/or occupational health services	8.5

- ❖ Once again, customized training programs rise to the top of the list as the most important type of assistance identified by area employers. How can Hartnell College respond creatively with courses packaged and delivered in ways favored by employers?
- ❖ Almost tied for top spot is assistance to “develop a qualified applicant pool for job openings.” Clearly, this is an opportunity for the entire campus to respond through its Pathways programs and its occupational and vocational education programs/majors. As we learned in the previous discussion, employers do not believe that the entry-level labor pool is very well prepared educationally or is job ready. This presents a key opportunity for Hartnell College educators to demonstrate vision, creativity, and educational excellence in the design and delivery of programs designed to make local residents “job ready.”

Hartnell College and other educational and workforce partners (e.g., county adult schools, Mission Trails Regional Occupation Program, Monterey County Career Technical Education Program, Workforce Investment Board, etc.) can and do offer a range of training, workforce development, and job readiness programs. In large measure, area business owners and employers are not familiar with the programs or their services.

Familiarity/Usage/Interest in Salinas Valley Economic/Workforce Programs

<i>Salinas Valley Economic/Workforce Program</i>	<i>Have Received Services From Program</i>	<i>Familiar with Program, Have <u>Not</u> Received Services</i>	<i>Not Familiar with Program</i>	<i>Would Like Info About Program</i>
Adult Schools	27.3%	50.0%	22.7%	6.2%
Mission Trails Regional Occupation Program	20.2	42.7	37.2	6.4
Contract Education/Pathways training at Hartnell College	13.8	38.6	47.6	7.2
Leadership Academy at Hartnell College	6.4	23.1	70.5	11.8
Supervisory Academy at Hartnell College	6.2	20.4	73.4	10.3
Customer Service Academy at Hartnell College	5.5	23.4	71.1	13.0
Small Business Development Center at Hartnell College	4.9	29.3	65.9	13.8
Monterey County Career Technical Education Program	4.5	26.9	68.6	9.1

- ❖ The vast majority of employers in the Salinas Valley have not heard of, nor are they familiar with, Hartnell College’s Leadership, Supervisory, or Customer Service Academies. Over seven-in-ten employers are in this category. Another two-in-ten are at least somewhat familiar with the Academies but have not sought to receive services from them. Recall from earlier tables that employers consider customer service, leadership skills, and supervisory skills to be among the most important skill sets for their organizations and companies. From a future growth perspective, this means that the Academies have a vast, open marketplace of potential new training clients.
- ❖ The College’s contract education program and Pathways program are more likely to be known by Valley employers. Over one-half of responding business owners have heard about these College programs and over one-in-eight have used their services.
- ❖ A key step to establishing a client relationship is for the prospective client to want information about one’s services. In this case, the services receiving the most request for information are the following Hartnell College programs:
 - Leadership Academy
 - Supervisory Academy
 - Customer Service Academy
 - Small Business Development Center
- ❖ Impressively, the county’s adult schools and ROP programs are well known by Valley employers and over one-in-five have used these program services for themselves or their employees. Hartnell College should consider partnering with these programs to provide a seamless transition for employers for training and support services that are completed in an adult school or ROP facility and then continue with a Hartnell College program.

Take-Aways from The 2007 Business Census

The **Salinas Valley** is home to about **7,500 businesses** and employers. These companies and organizations draw from a workforce of nearly **120,000 workers**. Combined, these employers and employees represent an extraordinary marketplace of prospective students, clients, trainees...and success stories.

1. One-third of the conversations between employers and employees and with customers in the Valley are in Spanish. In many areas, it is the language of commerce.
2. Over 40% of employers want some staff training offered in Spanish.
3. Nearly one-half of Valley companies are growing, and nearly 10% are expanding at a fast pace. They need a current workforce with updated skills and a better “job ready” entry-level labor pool.
4. Over 60% of employers say the current workforce and tomorrow’s workers need these skills:
 - Communication/customer relations
 - Computer applications/software usage
 - Bilingual ability
 - Basic skills proficiencies
 - English competency
 - Office and clerical skills
5. Hartnell College programs of particular interest to employers are:
 - Communication training
 - Customer service training
 - Leadership and supervision
 - Basic skills development
 - Team building
 - Workplace Spanish and English
 - Computer applications/networking/repair
 - Construction, mechanical, and environmental (HazMat) technologies
 - Business
6. Employers are interested in training/education programs offered:
 - Via the Internet
 - Via self-paced computer software
 - On weekends

The challenge and opportunity for Hartnell College is “how do we respond?”



Education and Training Needs of Salinas Valley Residents and Households

Findings from the 2007 Community Education & Training Survey

Here we present the key findings of the Hartnell College survey of the education and training needs of Salinas Valley residents. The findings regarding the community sector are based on the results of the 628 responding residents and heads of households. In aggregate, the data are quite reliable. We have included city-by-city displays, as well. While the response rates for the cities of Salinas and King City are sufficient for significance, the data for the other cities of the Valley should be valued for their general trend information.

Distribution of Surveyed Community Residents

The findings are based on the views of hundreds of residents and heads of households located throughout the Salinas Valley. Care was taken to ensure that individuals and family members from unincorporated communities (such as Prunedale, Castroville, Chualar, Spreckels, Bradley, etc.) were included and their needs captured.

City of Respondents

	<i>Frequency</i>	<i>%</i>
Salinas	222	35.4%
Gonzales	60	9.6%
Soledad	60	9.6%
Greenfield	63	10.0%
King City	100	15.9%
<i>Census-Designated Places:</i>		
Castroville	25	4.0%
Prunedale	50	8.0%
Spreckels	34	5.4%
Other Unincorporated Areas	14	2.2%
TOTAL	628	100.0%

The result of the multi-pronged fielding strategy of resident surveys was the collection of community surveys from virtually every community in the Valley. While Prunedale is not a city, because of its significant labor force and population, the project tried to generate a sample comparable to the cities of the central Valley. Similarly, the historical significance of Castroville and Spreckels required that we ensure a good sampling of those unincorporated areas as well.

- ❖ Many of those residents surveyed were heads of households and were asked to consider the needs of family members in their responses.
- ❖ About 15-20% of the resident surveys conducted door-to-door in some of the communities were conducted in Spanish.

Ethnicity of Surveyed Community Residents

No specific effort was made to ensure the participation of a specific ethnic group. Instead, the study sought to survey the typical residents of an area or city, with a particular effort to be inclusive. As the table below documents, the strategy was successful and the ethnic composition of our respondent base closely mirrors the most recent federal data (2000 Census, 2006 ACS).

Ethnicity of Community Respondents: By City or Community

<i>Ethnicity</i>	<i>Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Green-field</i>	<i>King City</i>	<i>Castro-ville</i>	<i>Prune-dale</i>	<i>Spreckels</i>
Anglo/White	36.5%	44.6%	26.7%	18.3%	7.9%	38.4%	28.0%	56.0%	47.1%
Hispanic	49.8	36.0	61.7	68.3	85.7	58.6	72.0	26.0	23.5
American Indian	0.8	1.8	1.7	—	—	—	—	—	—
Black	2.2	3.2	1.7	1.7	—	—	—	4.0	5.9
Asian/Pacific Islander	4.3	8.6	—	3.3	3.2	—	—	2.0	5.9
Other	6.4	5.9	8.3	8.3	3.2	3.0	—	12.0	17.6

- ❖ The sample represents a good cross-section of the population by ethnicity. One-half of the respondents are Hispanic and a portion of the “Other” category included “blended” individuals who self-identified as being equally of two or more races, sometimes Hispanic and other ethnicities. The most recent 2006 American Community Survey (conducted by the U.S. Census) indicates a Monterey County population with 53% Hispanic. Our sample compares favorably with these findings.
- ❖ That same 2006 national study reports that the County’s population is 37% White. Our sample is comprised of 36.5% White respondents. The national study reports that 3% of the County’s population is Black and 2.2% of our sample self-identified as Black.
- ❖ As anticipated and noted in the 2000 Census and the 2005 American Community Survey, the towns of Gonzales, Greenfield, Soledad, and King City are predominantly Hispanic.

Gender of Surveyed Community Residents

Fielding of the resident survey was conducted by mail, Internet, and door-to-door. The Hartnell College student research team that distributed instruments directly to households did so primarily on weekends to ensure that the survey would not be skewed to primarily stay-at-home, under- or unemployed individuals that populate living units during the Monday through Friday daytime period.

Gender of Community Respondents: By City or Community

<i>Gender</i>	<i>All Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Green-field</i>	<i>King City</i>	<i>Castro-ville</i>	<i>Prune-dale</i>	<i>Spreckels</i>
Male	41.2%	38.6%	49.2%	50.0%	34.9%	39.8%	44.0%	44.0%	35.3%
Female	58.8	61.4	50.8	50.0	65.1	60.2	56.0	56.0	64.7

- ❖ Interestingly, no matter what time of the day, day of the week, city, or community sampled, the majority of respondents were female. Even as community instruments were distributed through chamber and service club meetings, females completed the majority of surveys. Thus, the survey adequately sampled female residents of the Valley.

Utilization of Today's Educational and Training Programs

Residents were asked if they or members of their household had ever considered or enrolled in any skills development or training program.

Have you thought about enrolling in an educational program or signing up for training to learn new skills?

	<i>All Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>	<i>Castroville</i>	<i>Prunedale</i>	<i>Spreckels</i>
No	27.2%	22.6%	30.0%	30.5%	25.8%	32.0%	56.0%	24.5%	14.7%
Yes, but have not done it yet	29.1	29.4	20.0	23.7	53.2	35.1	12.0	18.4	20.6
Yes, I did enroll in a program	43.6	48.0	50.0	45.8	21.0	33.0	32.0	57.1	64.7

- ❖ Overall, about six-in-ten Valley adults have either not taken a skills training course or considered it at one time but did not enroll. Greenfield and Castroville residents are less likely to have taken a skills training course or program.
- ❖ Among Salinas Valley cities, residents in King City are less likely to have taken a skills training course/program compared to Gonzales, Soledad, or Salinas. This may provide a key opportunity for the King City Education Center to include more targeted skills development short courses geared toward the working adult in the area.

Why don't Salinas Valley residents actually consider enrolling in an education program? The reasons and responses are varied.

Reasons for Not Considering a Training or Educational Program

(Among Respondents Who Have Not Thought About Enrolling in an Educational Program)

No time/too busy	23.9%
Have job/career/working	17.4
No interest	16.3
Retired/too old	10.9
Do not need	7.6
Completed education/received degree	5.4
Do not have enough info	4.3
Still need HS degree	2.2
Too expensive/cannot afford	2.2
Too far	2.2
Do not know enough English	2.2

- ❖ For one-in-four residents who have not considered taking a course or training program, their reason for not doing so is "no time/too busy." One-in-six say they have jobs, are working, and there may be scheduling conflicts.
- ❖ A combined 35% say they are retired, too old, have no interest, or simply do not need a training or education course.

- ❖ Importantly, price, distance to the training program, or language proficiency are NOT primary reasons for not having considered a course or program.

For those who have considered a training or educational program but did not bother to follow through and enroll, their reasons somewhat parallel those who don't even think about a program.

Reasons for Not Yet Enrolling in an Educational Program

(Among Respondents Who Have Thought About Enrolling in an Educational Program but Have Not Yet Done So)

No time/too busy	42.5%
Have job/career/working	13.7
Too expensive/cannot afford	13.0
Do not have enough info	6.2
Do not have classes I want or need	5.5
Still need HS degree	3.4
Inconvenient class times	3.4
Too far	2.1
Attending another school	1.4
Retired/too old	0.7

- ❖ Once a resident has actually thought about a course or program, has sought out information, and then actually considered enrolling, for those who did not follow through, a much larger percentage indicate that insufficient time (42.5%) and time conflicts with career and job (13.7%) were the reasons for not enrolling.
- ❖ One-in-eight who reached the level of being interested in enrolling did not do so because of the perception that the course of study was too expensive and they could not afford it.

For those Salinas Valley adult residents who did consider an educational or training program and did enroll, they attended a variety of educational institutions.

Where Salinas Valley Residents Enrolled

(Among Respondents Who Enrolled in an Educational Program)

Hartnell College	61.3%
Monterey Peninsula College	9.0
Adult school	6.3
CSU campus	4.7
King City Education Center	3.5
Trade/career college	2.7
Heald College	2.7
Work/on-the-job	2.3
Cabrillo College	2.0
UC/university	2.0
Other community college	2.0
Private college	2.0
Continuing education	1.6
Regional Occupational Program	1.2

- ❖ Nearly two-in-three residents who attended an education program, went either to Hartnell College (61.3%) or the King City Education Center (3.5%).
- ❖ One-in-eleven went to Monterey Peninsula College, 4.7% went to a CSU campus, 2% went to a UC campus, and 2% went to a private college.
- ❖ Salinas Valley residents have a variety of educational options and institutions. It may be useful to understand why 9% of Salinas Valley residents who did pursue a training or educational program went to MPC, but, in context to the overall population of the Valley and the fact that we are part of Monterey County, this may not be a worrisome statistic.
- ❖ A realistic growth strategy for Hartnell College may well be to target (1) those adult residents who have not considered or pursued a training course or educational program and (2) those residents who feel they are too old, already too educated, or too busy.

What were the main reasons for wanting to enroll in an educational program, irrespective of educational institution or location?

Key Reasons for Wanting to Enroll in a Class or Educational Program

(Among Respondents Who Have Thought About Enrolling in an Educational/Training Program)

	<i>All Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>	<i>Castroville</i>	<i>Prunedale</i>	<i>Spreckels</i>
For personal enrichment/fun	32.3%	40.0%	29.5%	15.8%	21.4%	29.1%	42.1%	36.1%	17.2%
To get training for a specific skill for current job	20.7	21.6	13.6	26.3	14.3	17.4	36.8	22.2	27.6
To get training for new or better job	28.2	27.4	27.3	34.2	32.1	31.4	10.5	19.4	37.9
For general academic courses to transfer to a 4-year college or university	18.0	10.5	27.3	23.7	28.6	22.1	10.5	22.2	17.2
Other	0.8	0.5	2.3	—	3.6	—	—	—	—

- ❖ Nearly 50% of Valley adult residents who have thought about enrolling in a training course or educational program have been driven by the desire to get training for a specific skill in a current job or to get training to be eligible for a better job. Local occupational education and skills training is one of the founding goals of the California community college system and Salinas Valley residents fortify this fundamental institutional mission.
- ❖ Another founding principle for community colleges is the provision of life long learning and enrichment opportunities. Impressively, one-in-three Valley residents have considered enrolling in a class for personal enrichment. In Salinas, this desire drives the interest of 40% of the population thinking about enrolling in a course. For all other cities, this desire is less pronounced among the adult population considering course enrollment.
- ❖ Interestingly, only 10% of Salinas's adult residents who have thought about enrolling in an educational program are driven by interest in taking local academic courses with the intent of eventually transferring to a 4-year college. Among similar adult populations in the other four cities of the Salinas Valley, this percentage is more than double than that of Salinas.

Utilization of Hartnell’s Educational and Training Programs

Salinas Valley residents were asked about their specific consideration of, or enrollment in, Hartnell College training classes or educational programs.

Have you thought about taking classes at Hartnell College, King City Education Center, East Campus Center or another community college?

	<i>All Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>	<i>Castroville</i>	<i>Prunedale</i>	<i>Spreckels</i>
No	27.3%	24.5%	36.7%	39.0%	21.0%	12.2%	29.2%	30.6%	44.1%
Yes, but have not done it yet	25.8	26.8	18.3	18.6	30.6	31.6	33.3	26.5	17.6
Yes, I did enroll in a class at Hartnell College	34.4	45.9	41.7	30.5	19.4	14.3	33.3	38.8	35.3
Yes, I did enroll in a class at King City Education Center, East Campus Center or other Hartnell location	11.0	0.9	3.3	11.9	29.0	39.8	—	4.1	—
Yes, I did enroll in a class at another community college	1.6	1.8	—	—	—	2.0	4.2	—	2.9

- ❖ For the subset of residents who had considered enrolling in a Hartnell College class, irrespective of location or topic, 34.4% followed through and enrolled in a class at the main Hartnell College campus and another 11% enrolled in a class either at the King City Education Center or another Hartnell College location.
- ❖ For those central valley-based residents who did enroll in a Hartnell class, the residents of Greenfield and King City were more likely to have utilized the King City Education Center. Soledad and Gonzales residents were more likely to attend a class at the Salinas campus.
- ❖ Given their proximity to Salinas, the residents of the communities of Castroville, Prunedale, and Spreckels were much more likely to take a course in Salinas.

What were the main reasons for considering enrolling in a Hartnell College educational program?

Main Reasons for Considering Enrolling at Hartnell College, King City Education Center, or Another Community Site Where Hartnell College Offers Courses

	<i>All Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>	<i>Castroville</i>	<i>Prunedale</i>	<i>Spreckels</i>
Close to home or work	55.4%	59.5%	33.3%	35.0%	58.7%	77.0%	48.0%	54.0%	47.1%
Low cost	37.3	41.9	38.3	28.3	34.9	36.0	24.0	40.0	41.2
Offers classes I need or want	28.7	30.6	23.3	28.3	39.7	29.0	20.0	32.0	8.8
Convenient class times	24.0	19.4	21.7	38.3	25.4	25.0	24.0	36.0	11.8
Campus facilities	10.7	11.3	8.3	3.3	12.7	15.0	16.0	8.0	8.8
Campus features	5.3	5.4	1.7	3.3	6.3	11.0	—	2.0	5.9
Support services	5.3	5.0	3.3	6.7	7.9	7.0	—	2.0	5.9

- ❖ For many Valley residents who have thought about enrolling in a course offered at any Hartnell College location, the top reason was convenience of location. Some 55%, overall, say that a course being offered at a location “close to home or work” is a main reason for their interest.
- ❖ The residents of Gonzales and Soledad feel somewhat distant from either the Salinas campus or King City Education Center and only about 1/3 of these adult residents believe that the locations where classes are offered are “close to home or work.”
- ❖ Importantly, across the Valley only one-in-four say that “classes being offered at a convenient time” is a main reason for considering attending a class at Hartnell.

Why don't Valley residents actually consider enrolling in a Hartnell College education program, irrespective of location? The reasons and responses are varied.

Reasons for Not Considering a Hartnell College Training or Educational Program

(Among Respondents Who Have Not Thought About Enrolling in a Hartnell College Educational Program)

No time/too busy	51.3%
Have job/career/working	15.0
Too expensive/cannot afford	5.3
Still need HS degree	3.5
Too far	3.5
Do not have enough info	2.7
Inconvenient class times	2.7
Do not have classes I want or need	2.7
Retired/too old	1.8
No interest	1.8
Attending another school	1.8

For those who have considered a training or educational program but did not bother to follow through and enroll, their reasons somewhat parallel those who don't even think about a program.

Reasons for Not Yet Enrolling in a Hartnell College Educational Program

(Among Respondents Who Have Thought About Enrolling in a Hartnell Educational Program but Have Not Yet Done So)

No time/too busy	18.9%
No interest	16.8
Retired/too old	10.5
Have job/career/working	8.4
Do not need	6.3
Too far	6.3
Attending another school	5.3
Completed education/received degree	4.2
Too expensive/cannot afford	4.2
Do not know enough English	3.2

- ❖ In general, residents who have not considered a Hartnell College course or program have not done so because they feel they are just too busy or already have a job. For those who have thought about it but did not enroll, they said they were too busy or just not interested.

- ❖ The challenge and opportunity for Hartnell College is to first identify or create such courses and then to deliver the message to residents that it has designed courses/programs for busy adults, courses that are interesting, offered at convenient times and locations, and are helpful for career and employment purposes, event if the adult already is employed.

For residents who actually did take a course or educational program at a Hartnell College location, or at another community college, they were quick to give a letter grade for the perceived quality of instruction and student services.

Overall Grade Given a Hartnell College/Center for Instruction and Student Services

(Among Respondents Who Have Enrolled in a Class at Hartnell College, King City Education Center, East Campus Center or Other Community College)

<i>Enrolled at . . .</i>	<i>Mean Grade*</i>	A	B	C	D	F
Overall grade given for INSTRUCTION						
Hartnell College in Salinas	3.18	39.6%	43.8%	12.0%	4.2%	0.5%
King City Education Center, East Campus Center or other place Hartnell offers classes	3.41	48.3	44.8	6.9	—	—
Another community college	3.63	75.0	12.5	12.5	—	—
Overall grade given for STUDENT SERVICES						
Hartnell College in Salinas	2.73	25.0%	36.6%	27.9%	7.6%	2.9%
King City Education Center, East Campus Center or other place Hartnell offers classes	3.02	38.0	38.0	16.0	4.0	4.0
Another community college	3.67	66.7	33.3	—	—	—

* Mean Grade: 4=A, 3=B, 2=C, 1=D, 0=F

- ❖ Salinas Valley adult residents who have taken a course at any Hartnell College facility give their experience an average “B” or better grade. Class attendees give a 3.18 grade (“B”) for the quality of instruction of classes offered at the Salinas main campus and a 3.41 grade (“B+”) for the quality of instruction at the King City Education Center.
- ❖ While these are impressive grade levels, the nearly 2% of Valley residents who enrolled in classes at a community college other than Hartnell College gave a grade of 3.63 (“A-“) for the instructional quality at those community colleges.
- ❖ The quality of student services offered at the Salinas main campus received a “B-“ grade (2.73 GPA), with King City’s center fairing better with a 3.02 GPA for its student services. By contrast, the student services experienced by the small percentage of Valley residents that attended another community college campus received a 3.67 (“A-“) for quality.

Education and Training Programs of Interest

Hartnell College offers a wide array of courses designed to respond to basic education, workplace skills preparation, and vocational/technical/occupational education needs among Valley residents. What follows is the measure of interest by adult residents in both existing and some potential Hartnell College courses and programs.

Basic Education and Workforce Skills Preparation Courses/Programs of Interest

	<i>All Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>	<i>Castroville</i>	<i>Prunedale</i>	<i>Spreckels</i>
General Equivalent Degree (GED)	26.2%	19.0%	22.4%	34.5%	39.3%	27.1%	32.0%	18.0%	45.5%
Basic skills	32.1	23.6	36.2	39.7	50.8	28.1	48.0	20.0	42.4
English as a Second Language (ESL)	31.0	20.4	37.9	53.4	45.9	30.2	44.0	24.0	33.3
General academic and transfer courses	35.6	29.2	46.6	39.7	34.4	29.2	56.0	38.0	60.6
Communication skills	32.8	31.5	32.8	34.5	50.8	30.2	24.0	22.0	36.4
Cultural diversity/work in diverse setting	13.4	12.5	20.7	19.0	13.1	8.3	20.0	4.0	27.3
Customer service skills	20.8	19.4	29.3	25.9	24.6	16.7	8.0	16.0	30.3
Employee wellness	12.6	8.3	15.5	24.1	16.4	5.2	8.0	14.0	30.3
Health and safety in the workplace	16.9	11.1	19.0	34.5	27.9	12.5	16.0	8.0	30.3
Leadership/supervision	24.6	23.6	29.3	20.7	24.6	29.2	12.0	22.0	36.4
Office procedures	19.8	18.5	27.6	29.3	24.6	13.5	4.0	16.0	27.3
Sales/marketing	19.3	16.7	15.5	25.9	21.3	14.6	4.0	24.0	45.5
Team building/working together	18.4	17.1	25.9	19.0	21.3	14.6	20.0	14.0	21.2
Workplace Spanish/English	25.4	19.0	17.2	44.8	34.4	34.4	32.0	20.0	15.2

- ❖ Among the programs for basic education, Valley residents are especially interested (32.1%) in basic skills programs and courses (spelling, reading, writing, and basic mathematics). One-in-three is interested in ESL classes and one-in-four is interested in a GED program. Residents in the central valley communities are much more interested in basic skills and ESL classes compared to those who live in Salinas.
- ❖ For valley wide residents, one-in-three is interested in general academic programs and courses, and particularly the residents of Gonzales, Soledad, and Greenfield.
- ❖ When looking at courses promoting workplace skills preparation, residents join business owners and employers by indicating that courses in communication skills, customer service, leadership and supervisory skills, and workplace Spanish and English are of the most interest to them.
- ❖ There are differences in interest for a specific skills training program by city of residence. Campus faculty, staff, and administrators may well want to fashion some of their offerings and service delivery strategies according to resident preferences by city.

Salinas Valley residents were eager to identify the Hartnell College vocational, technical, and occupational education programs that are of particular interest to them. The following table displays the percentage of interest by residents for a specific vocational/occupational education program.

Vocational/Technical/Occupational Education Programs of Interest

	<i>Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>	<i>Castroville</i>	<i>Prunedale</i>	<i>Spreckels</i>
Agriculture business/sales/management	13.3%	10.6%	13.8%	8.6%	26.2%	17.7%	8.0%	8.0%	18.2%
Agriculture science/technology	11.5	11.6	12.1	6.9	16.4	10.4	16.0	10.0	12.1
Automotive technology/repair	11.0	7.4	8.6	13.8	24.6	10.4	8.0	12.0	12.1
Biotechnology/bioinformatics	9.2	8.8	6.9	15.5	9.8	3.1	8.0	14.0	15.2
Business/marketing/strategic planning	22.6	20.4	25.9	19.0	19.7	24.0	24.0	30.0	27.3
Computer apps/networking/repair	35.1	36.6	37.9	31.0	29.5	40.6	24.0	32.0	39.4
Construction tech	10.5	9.7	12.1	6.9	21.3	7.3	8.0	4.0	18.2
Digital arts	16.1	16.2	17.2	19.0	19.7	13.5	4.0	16.0	15.2
Drafting technology	8.0	6.0	6.9	10.3	16.4	6.3	—	8.0	18.2
Electronics	14.6	10.6	8.6	20.7	31.1	16.7	8.0	12.0	15.2
Environmental regulations/HazMat	5.1	5.1	8.6	1.7	11.5	1.0	—	8.0	6.1
Health technologies	26.4	20.8	25.9	37.9	26.2	25.0	16.0	32.0	51.5
Homeland security	5.4	5.1	3.4	3.4	14.8	6.3	—	4.0	3.0
Hospitality/travel/food	14.8	10.6	19.0	20.7	18.0	11.5	4.0	20.0	30.3
Human resource management	13.9	7.4	10.3	15.5	23.0	16.7	8.0	18.0	30.3
Industrial technology	10.2	7.9	6.9	22.4	14.8	5.2	4.0	8.0	24.2
Info technology and systems mgnt	15.6	15.7	20.7	22.4	16.4	4.2	4.0	22.0	27.3
Manufacturing tech	5.7	3.7	6.9	6.9	8.2	4.2	4.0	8.0	15.2
Mechanical technology	10.5	5.6	3.4	19.0	23.0	9.4	16.0	8.0	24.2
Public safety	10.7	7.9	17.2	8.6	19.7	8.3	—	14.0	15.2
Water technology	8.2	8.3	8.6	8.6	14.8	5.2	4.0	6.0	9.1
Website design and maintenance	17.9	14.8	15.5	27.6	21.3	19.8	12.0	22.0	12.1
Welding	11.0	9.7	10.3	12.1	19.7	8.3	12.0	6.0	18.2
Personal enrichment/community services	24.9	35.6	19.0	1.7	18.0	21.9	16.0	32.0	30.3

- ❖ Salinas Valley residents join with those employers who consider some of the same occupational education fields to be important: computer applications, health technologies, and business and marketing. They also show strong interest in technology-related disciplines such as electronics, website design, digital arts, and info technology.
- ❖ There are differences by city of residence and these patterns of interest can be used strategically as Hartnell College configures the content and delivery of its programs.

Residents were provided the opportunity to identify other occupational fields and personal enrichment topics that were of interest to them.

Other Vocational/Occupational Education Programs Hartnell College Should Offer

Law/legal	13.6%
Teaching/education	13.6
Engineering technology	9.1
Fire safety	9.1
Early childhood education	6.8
Accounting/finance	4.5
Child development/parenting	4.5
Graphics/printing technology	4.5
Animal science	2.3
Cosmetology/barbering and related	2.3
Fine/applied arts	2.3
Real estate/insurance	2.3
Woodworking/carpentry	2.3

Other Personal Enrichment Courses Hartnell College Should Offer

Art - painting, ceramics, photography	42.0%
Recreation - sports, dance	24.5
Travel/tours	17.5
Culture/history	16.1
Music	7.0
Spanish	6.3
Classes for youth	3.5
Cooking/food-related	3.5
Personal finance	2.8
Bench work and woodshop projects	2.8
Sewing/knitting	2.8
Parenting classes	2.1

- ❖ Among other occupational programs of interest are law/legal/paralegal training, teacher education and preparation, fire safety, and engineering technology.
- ❖ Among personal enrichment courses of interest to Salinas Valley residents are: art, painting, ceramics, and photography (42% say these classes are of interest); recreation, sports, different dance classes (24.5% are interested in these topics); and, 17.5% say they are interested in travel and organized tour programs arranged and offered by the college.

Given the ethnicity of the Valley and the usage of Spanish in the home and in the workplace, residents were asked if they would prefer some courses offered in Spanish or a bilingual format.

Would you like any courses offered in Spanish or Bilingual format?

	<i>Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Green-field</i>	<i>King City</i>	<i>Castro-ville</i>	<i>Prune-dale</i>	<i>Spreckels</i>
Yes	41.0%	28.1%	60.4%	68.6%	40.8%	36.7%	52.6%	21.1%	75.0%
No, English is fine	59.0	71.9	39.6	31.4	59.2	63.3	47.4	78.9	25.0

- ❖ Valley resident preferences regarding the language of instruction exactly match the preferences of business owners and employers on this question. The issue for Hartnell College is to decide which, if any, courses could be offered in a bilingual or Spanish-only mode. As earlier tables have indicated, lack of proficiency in English is not a significant reason why Valley residents do not consider taking a course at Hartnell College. However, providing some training and personal enrichment courses in Spanish or bilingual format may represent a strong marketing point and incentive for some residents.

Current and Future Job Skills Training

What do residents consider to be the most important skills for today and tomorrow's jobs? While there are some of the standard skills, there are also some new ones identified.

Most Important Skills or Abilities Needed for Today and Tomorrow's Jobs

	Important skills or abilities needed . . .		
	For current job	To move up or get a new or better job	To get a typical local job 5 years from now
Accounting/finance skills	3.9%	4.5%	1.4%
Basic skills (reading, writing, math)	3.6	0.6	5.6
Bilingual capabilities	1.2	0.9	12.0
Business skills	2.4	7.5	1.7
Cashiering/money handling	3.2	—	—
Communication/interpersonal skills	38.9	13.8	20.2
Computer applications/software	11.4	12.3	41.2
Critical thinking/problem solving	4.1	0.6	1.1
Customer service skills	14.8	4.8	10.6
Education/program completion/continuing ed	3.2	17.7	11.5
English/ESL	2.9	8.1	11.8
Job skills/experience	2.2	4.5	0.8
Leadership/supervision/management	8.8	30.5	3.1
Math skills	7.3	2.4	4.5
Medical/dental/health technologies	3.9	3.6	4.5
New technology/high-tech awareness	1.2	1.2	5.9
Office/clerical skills	3.9	3.3	1.1
Organization/ability to multi-task	6.3	2.4	0.8
Sales/marketing/advertising	4.6	6.0	1.4
Self-motivation capabilities	3.4	6.3	3.9
Spanish proficiency	1.9	3.3	5.9
Teaching/education skills and experience	3.9	1.8	0.6
Teamwork skills	3.6	0.9	2.2
Work ethic/personal values	0.7	3.6	1.4
Writing abilities	3.6	1.8	2.5

- ❖ To keep today's current job, residents say the most important skill or ability is communication/interpersonal skills (38.9%). The second most important skill for today's job is customer service (14.8%).
- ❖ To move up today's company ladder or to get a new or better job today, adult residents say that leadership, supervision, and management skills (30.5%) are the most important, followed by being able to demonstrate a college degree or completion of a certificate program, along with a record of continuing education (17.7%).
- ❖ To be able to get a typical Valley job five years from now, Valley residents place an even higher emphasis on computer applications and proficiency (41.2%) as the most important skill to have. Five years from now, successful job seekers will also need to demonstrate strong communications and interpersonal skills (20.2%) and both English (11.8%) and bilingual capabilities (12.0%).
- ❖ These data provide an important body of knowledge for Hartnell College and its program planning processes.

For the five cities of the Salinas Valley, here are the most important skill sets needed today and tomorrow.

Most Important Skills or Abilities Needed for Today and Tomorrow's Jobs: By City

Important skills or abilities needed . . .		
<i>For current job</i>	<i>To move up or get a new or better job</i>	<i>For typical local job 5 years from now</i>
Salinas		
<ul style="list-style-type: none"> ❶ Communication/interpersonal skills ❷ Customer service ❸ Leadership/management 	<ul style="list-style-type: none"> ❶ Leadership/management ❷ Communication/interpersonal skills ❸ Education/program completion 	<ul style="list-style-type: none"> ❶ Computer applications/software ❷ Communication/interpersonal skills ❸ Bilingual
Gonzales		
<ul style="list-style-type: none"> ❶ Communication/interpersonal skills ❷ Customer service ❸ Math 	<ul style="list-style-type: none"> ❶ Leadership/management ❷ Communication/interpersonal skills 	<ul style="list-style-type: none"> ❶ Computer applications/software ❷ Math ❸ Bilingual
Soledad		
<ul style="list-style-type: none"> ❶ Communication/interpersonal skills ❷ Customer service ❸ Math 	<ul style="list-style-type: none"> ❶ Education/program completion ❷ Leadership/management ❸ English/ESL 	<ul style="list-style-type: none"> ❶ Computer applications/software ❷ Communication/interpersonal skills ❸ English/ESL
Greenfield		
<ul style="list-style-type: none"> ❶ Communication/interpersonal skills ❷ Computer applications/software ❸ Customer service 	<ul style="list-style-type: none"> ❶ Computer applications/software ❷ Education/program completion ❸ English/ESL 	<ul style="list-style-type: none"> ❶ Communication/interpersonal skills ❷ Computer applications/software ❸ Customer service
King City		
<ul style="list-style-type: none"> ❶ Communication/interpersonal skills ❷ Computer applications/software ❸ Customer service 	<ul style="list-style-type: none"> ❶ Leadership/management ❷ Communication/interpersonal skills ❸ Accounting/finance 	<ul style="list-style-type: none"> ❶ Computer applications/software ❷ Education/program completion ❸ Bilingual

- ❖ City-by-city data clearly indicate the belief by residents that jobs five years from now will require a demonstrated proficiency with computer applications and usage. The residents of three-of-five Valley cities say being bilingual will be an essential skill five years from now.

Locating Hartnell College Training & Educational Programs

Does Hartnell College have in place today the essential locations and facilities to deliver courses and services in support of the skills training and occupational programs identified as important over the next five years by Salinas Valley residents? For the most part, the answer is “yes.”

Does Hartnell College have the essential locations and facilities to address the needs of the Salinas Valley over the next 5 years?

	<i>Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>	<i>Castroville</i>	<i>Prunedale</i>	<i>Spreckels</i>
Yes	76.2%	83.9%	61.4%	61.7%	57.4%	89.0%	96.0%	82.0%	52.9%
No	23.8	16.1	38.6	38.3	42.6	11.0	4.0	18.0	47.1

- ❖ Three-in-four residents say that the current array of locations for the delivery of Hartnell College courses and educational programs is sufficient for the next several years. This is particularly the case for residents of cities that feature formal Hartnell College facilities, specifically Salinas (83.9% saying facilities are adequate) and King City (89.0%).
- ❖ For the cities in between (Gonzales, Soledad, and Greenfield), with no formal, permanent Hartnell College facilities, while the majority view is “yes,” a significant number of residents say that more local facilities are needed to meet their future training and educational needs.

Residents in cities not served with permanent Hartnell College instructional space were more likely to suggest other locations for the delivery of college courses more convenient to them.

Other Geographic Locations Needed

(Among Respondents Who Don't Think Hartnell College has the Essential Locations to Address the Needs of the Salinas Valley Over the Next 5 Years)

Soledad	48.3%
Greenfield	27.5
Gonzales	26.7
Prunedale	6.7
Castroville	5.8
King City	5.0
North Salinas	4.2
North County	2.5
Spreckels	2.5
East Campus	1.7

- ❖ Residents of the three cities without permanent Hartnell College facilities were prone to suggest that the College offer classes in their community (renting, buying, or building). Importantly, however, was the major sentiment that Soledad would be a good location (seen as midway between Salinas and King City) for a Hartnell College presence.

Interest in Course Packaging and Delivery Methods

Residents know the course packaging and delivery preference most important to them. Their responses virtually mirror the course packaging and delivery preferences of the hundreds of employers surveyed on this topic.

Interest by Residents in Varied Hartnell College Training/Course Delivery Methods

Course/Training Delivery Method	Mean Rating*	Very Interested				Not Very Interested
		5	4	3	2	1
Training at Hartnell College's main campus in Salinas	3.51	37.6%	19.7%	17.4%	7.1%	18.3%
Training online via the Internet	3.29	32.9	19.1	16.3	7.8	24.0
Training/courses via self-paced computer software	3.25	29.7	20.9	17.2	9.3	22.8
Training offered at other area locations	3.01	24.9	15.3	23.8	8.5	27.5
Training offered at your workplace	2.94	25.4	17.7	15.3	9.1	32.5
Training at Hartnell College's King City Education Center	2.46	21.5	10.5	10.3	8.2	49.5

* Mean Rating: 1=Not Very Interested/5=Very Interested

Mean Interest in Varied Hartnell College Training/Course Delivery Methods: By City

Course/Training Delivery Method	Salinas	Gonzales	Soledad	Greenfield	King City	Castroville	Prunedale	Spreckels
Training at Hartnell College's main campus in Salinas	3.99	3.47	3.00	3.03	3.14	4.04	3.51	3.26
Training online via the Internet	3.30	3.02	3.13	3.21	3.78	3.13	3.20	3.10
Training/courses via self-paced computer software	3.27	2.91	3.17	3.42	3.72	3.13	2.89	3.03
Training offered at other area locations	3.00	2.96	3.06	3.22	3.07	2.82	2.82	3.19
Training offered at your workplace	2.82	2.63	2.83	3.60	3.40	3.17	2.50	2.60
Training at Hartnell College's King City Education Center	1.47	2.39	3.11	3.69	4.44	1.75	1.41	1.35

* Mean Rating: 1=Not Very Interested/5=Very Interested

- ❖ As with responses by employers, preferring to take courses at the Salinas campus or the King City facility is directly influenced by whether or not the respondent lives in Salinas or in King City. Analysis of center or campus preferences is better measured via “by city” data.
- ❖ Residents exhibit great interest in courses via the Internet (3.29= slightly above average interest) and via self-paced computer software (3.27 mean preference). As the following tables will show, most residents do have access to high-speed Internet service.
- ❖ Residents would like to take courses at other locations, mainly closer to their home/work.

Delivering Internet or computer-based instruction to meet the interest of residents (and businesses) makes sense only if a sufficient number of residents have computers and have access to high-speed Internet services. Residents confirm all requirements.

Do you have access to a computer?

	<i>All Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>	<i>Castroville</i>	<i>Prunedale</i>	<i>Spreckels</i>
Yes	87.1%	89.3%	79.7%	91.7%	77.4%	85.3%	84.0%	90.0%	97.1%
No	12.9	10.7	20.3	8.3	22.6	14.7	16.0	10.0	2.9

Do you have online/Internet access?

(Among Respondents with Access to a Computer)

	<i>All Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>	<i>Castroville</i>	<i>Prunedale</i>	<i>Spreckels</i>
Yes	96.5%	96.8%	97.8%	96.4%	93.5%	92.2%	100.0%	100.0%	100.0%
No	3.5	3.2	2.2	3.6	6.5	7.8	—	—	—

Type of Internet access/connection

(Among Respondents with Online/Internet Access)

	<i>All Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>	<i>Castroville</i>	<i>Prunedale</i>	<i>Spreckels</i>
Dial up Internet access	18.2%	13.0%	9.3%	20.4%	23.8%	37.9%	20.0%	17.8%	9.4%
High-speed Internet access	81.8	87.0	90.7	79.6	76.2	62.1	80.0	82.2	90.6

- ❖ An impressive number of residents have access to a computer (87.1%). While we suspect that many, because of the very low cost of today’s basic computer systems, actually own their own computers, residents were asked only if they had access to a computer. This means that some could have access to computers at work, the computer of relatives, computers at libraries and adult school labs, etc.
- ❖ Further, the vast majority has access to the Internet (96.5%) and over 80% of the connections are high speed (DSL, cable, etc.). Connection speeds allowed by these services (DSL, cable, wifi, etc.) are important to the delivery of Internet-based distance learning and training courses. King City residents and Greenfield residents (to some extent) have a higher percentage of residents accessing the Internet via dial up services. As a strategy, with sufficient resources, the King City Education Center could consider dedicating a computer lab space only for those residents who want to come at their preference to take an online or computer-based course.
- ❖ Interest in Internet-delivered and computer-based educational programs and training courses should be of keen interest to Hartnell College as it configures courses and programs to respond to the topic, packaging, and delivery preferences expressed by residents throughout the Salinas Valley. Distance learning may be a great tool.

Preferences for Class Times Convenient to Residents

Residents provided information regarding their training topic needs, interest in basic skills and occupational/vocational education programs, where they would like to take courses, and the format for delivering some of those courses. They are very aware that the majority of Hartnell College's classes are delivered at a specific facility according to a traditional course schedule and at traditional times during the day and week.

They were asked, however, to indicate when they *preferred* to take a class, i.e., at what times should classes be offered so that those courses would or could be conducted at times most convenient to their schedules. Their responses are enlightening.

Hartnell College Class Times Most Convenient to Residents

	<i>All Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>	<i>Castroville</i>	<i>Prunedale</i>	<i>Spreckels</i>
Before 8 AM	11.9%	14.9%	20.0%	8.3%	7.9%	11.0%	8.0%	10.0%	5.9%
8 AM - 1 PM	28.2	29.7	30.0	31.7	28.6	28.0	20.0	20.0	20.6
1 PM - 6 PM	25.6	23.9	35.0	28.3	25.4	27.0	20.0	22.0	20.6
After 6 PM	59.1	61.3	50.0	58.3	55.6	62.0	48.0	66.0	67.6
Saturday	47.8	51.8	31.7	51.7	55.6	41.0	40.0	54.0	50.0
Sunday	25.0	24.8	16.7	26.7	25.4	17.0	32.0	38.0	38.2

- ❖ Many, if not most college classes are offered Monday through Friday between the hours of 8 a.m. and 6 p.m. Certainly there are evening classes that extend beyond 6 p.m. (generally on Tuesdays and Thursdays), but the majority of a semester's typical course schedule is offered during this M-F, 8 a.m. – 6 p.m. time frame. Salinas Valley residents would prefer that courses be offered at different, more convenient times.
- ❖ Across the Valley, residents say that for courses to be convenient to their work and family schedules, a significant number of classes should routinely be offered:
 - After 6 p.m. (considered most convenient by 59.1% of Valley residents)
 - On Saturdays (considered most convenient by 47.8% of Valley residents)
- ❖ Courses offered M-F, from 8 a.m. to 6 p.m., come in 3rd place on the convenience index for the majority of Valley adult residents.
- ❖ As many residents want Sunday courses (25%) as favor courses M-F from 1p.m. – 6 p.m. (25.6%).
- ❖ Clearly, responding with sufficient courses at times most preferred by Valley residents is not the easiest of tasks. Educators and administrators understand many of the issues and challenges that would need to be addressed. However, from an information perspective, it is important for Hartnell College faculty, staff, and administrators to be aware of these preferences.

Take-Aways from The 2007 Community Education & Training Survey

The **Salinas Valley** today is home to over **282,000** residents residing in nearly **80,000** homes and housing units. Nearly **120,000** of these residents comprise the workforce of the Valley. The training and education important to them and their families are important to the faculty, staff, and administrators that comprise the leadership of Hartnell College.

1. Nearly six-in-ten Valley adults have either not thought about taking a training course or enrolling in an educational program or have thought about it but did not follow through.
2. No time to take a class and course conflict with work schedule are the two main reasons why residents do not enroll in a Hartnell College class or any class offered by a Valley educational or training institution.
3. The workforce skills training topics of most interest to residents:
 - Communication training
 - Customer service training
 - Leadership and supervision
 - Workplace Spanish and English
4. The general academic and occupational ed programs of keen interest to residents:
 - Basic skills
 - General academic and transfer courses
 - Computer applications
 - Health careers and health technology
 - Business and marketing
 - Website design and maintenance
 - Agriculture business/technology/science/sales/management
 - Construction, mechanical, and industrial technologies
5. Residents are interested in training and academic education programs offered:
 - Via the Internet
 - Via self-paced computer software
 - At course delivery sites closer to their homes and workplace
6. While residents believe existing Hartnell sites & facilities are sufficient over the near term, residents would like additional courses offered in Soledad & Greenfield areas.
7. To make courses and educational programs convenient and “doable” for residents (accommodating home and work schedules), courses should be offered:
 - Daily after 6 pm (most preferred course time)
 - Saturdays (second most preferred course time)
 - M-F, 8 a.m. – 6 p.m. (third most preferred course time)

The challenge and opportunity for Hartnell College is “how do we respond?”



The Salinas Valley Today and in 2020: Visions of the Valley by Area Leaders

Findings from the 2007 Valley Visionaries Interview Project

The Salinas Valley is not only the geographic center of some of the most innovative and world leading agricultural companies, it is the place called “home” for many of the region’s leaders in the public, community, and private sectors. In this section, we present the key views of 60 such leaders who shared their assessment of the Valley today and the vision of what it could become by 2020. A listing of leaders with both local and Valley-wide perspectives was drawn from nominations from area chambers, Hartnell College representatives, the Monterey County Business Council, the Association of Monterey Bay Area Governments and other sources. From this large list, project staff drew a sample of prospective participants to ensure a diversity of participating leaders in terms of industry/entity, sector, gender, ethnicity, geographic location, and age.

An executive interview template was generated to provide consistency in topic areas discussed while allowing for interviewed leaders to be as free as possible in identifying contemporary issues and trends as well as their perspectives on the Salinas Valley of tomorrow. The interview sessions were designed to last between 30 – 40 minutes with the flexibility to be shorter or longer in duration at the impetus of the leader being interviewed. The goal was to interview 50 Valley-wide leaders, including the mayor and city manager of each Valley city, the current and past county supervisors representing the Salinas Valley, the Valley representatives on the county’s Planning Commission, county school executives, area economic and business development leaders, CEOs and presidents of major employers and Valley companies, recognized leaders in the general community, executives of nonprofit agencies, and others. In the end, because of leader interest, some 60 executive interviews were conducted, totaling over 75 hours of intensive interviews.

In addition to asking area leaders to project what the future might hold for the Salinas Valley, as part of their survey process, we asked hundreds of residents and heads of households to tell us about their community today and their vision of things to come. Through the community surveys, 628 adult residents shared their 2007 and 2020 perspectives. In all, then, nearly 700 residents and leader citizens described their Valley of today and envisioned what the Salinas Valley could be in just 12 short years from now.

Interviewed Valley Visionaries

Our efforts were designed to sample a cross-section of Valley visionaries and leaders from many sectors of our Valley society. Some of those leaders who provided their thinking and perspectives for this project component include the following:

Hon. Simon Salinas
Monterey County Supervisor

Hon. Dennis Donahue
Mayor, City of Salinas

Hon. John Huerta, Jr.
Mayor, City of Greenfield

Hon. Anna Caballero
CA Assembly member

Hon. Jeff Pereira
Mayor, King City

Hon. George Worthy
Mayor, City of Gonzales

Hon. Richard Ortiz
Mayor, City of Soledad

Noelia Chapa
City Manager, Soledad

David Mora
City Manager, Salinas

Roger Wong
City Manager, Greenfield

Aaron Johnson
Trustee, Hartnell College

Margaret D'Arrigo-Martin
D'Arrigo Brothers Company

Vernon Horton
Pacific Capitol Bancorp

Nicholas Pasculli
The Marketing Department

Donna Ferraro
Boys and Girls Club

Bill Dorey
Granite Construction

David Gill
Rio Farms

Tom Carvey
Common Ground Monterey County

Greg Chilton
Lavorato, House, Chilton & Lavorato

Jeremy Burke
South County Newspapers

Jay Brown
Monterey County Planning Comm.

Lorri Koster
Mann Packing Company

Victor Mehia
SUBA Salinas

Jim Gattis
Gattis Real Estate Investments

Nancy Kotowski
Monterey County Office of Education

Sam Downing
Salinas Valley Mem. Health Care Sys.

Michael Powers
City Manager, King City

Claude Hoover
San Bernabe Vineyards

Basil Mills
Mills Family Farms

Doc Etienne,
Noland, Hammerly, Etienne & Hoss

Sharon Gish
YMCA

Jerry Rava
Rava Ranch

Scott Faust
Salinas Californian

Ron Chesshire
Carpenters Union

Alfred Diaz-Infante
CHISPA

Miguel Errea
Monterey County Planning Comm.

Hon. Patricia Stephens
Soledad City Council

Hon. Matt Gourley
Gonzales City Council

Mary Claypool
Monterey County Business Council

Nicolas Papadakis
AMBAG

Warren Wayland
Hayashi and Wayland

Hon. Manuel Bersamin
Mayor, City of Watsonville

Randy Bangs
Mission Trails ROP

Rene Mendez
City Manager, Gonzales

Vince Guarino
Guarino Public Relations

Mary Ann Leffel
Mont. County Business Council

Don Chapin
Don Chapin Company

Jeffery Gilles
Lombardo and Gilles

Patrick Sherwood
Wells Fargo

Peter Kasavan
Kasavan Architects

Juan Uranga
Center for Community Advocacy

Ignacio Ornelas
IRA Mortgage

Tina Lopez
South Valley Auto Plaza

Joseph Werner
Mont. Cnty Workforce Investment Brd

Richard Smith
Paraiso Vineyards

Bill Barr
MC Supt. Of Schools, Retired

Nancy Isakson
Monterey County Planning Comm.

Sig Christerson
Major Farms

Butch Lindley
Mont. Cnty Board of Supervisors (Ret)

John Fair
Salinas Valley Chamber of Commerce

These interviewed leaders wear several hats and Matt Gourley is a good example. He is on the city council of Gonzales, but his perspectives benefit from his other assignments as former mayor of Gonzales, president of AMBAG, member of the Monterey County Local Agency Formation Commission, a long history of community service and as a business owner who daily deals with the region's economy, customers, employees, and market forces. Or consider Lorri Koster, a senior executive for the large agricultural enterprise, Mann Packing Company. She also sits on the Board of the Steinbeck Center, and is active in many Valley civic organizations including serving on the board of Common Ground Monterey County. From public servants to civic patrons to private entrepreneurs, our Valley Visionaries provided diverse perspectives and data.

The Positive Aspects of the Salinas Valley Today: 2007

What are those assets of the Valley that have a positive influence on our character and way of life? Those interviewed easily identified a set of such resources.

Top Positive Aspects/Resources of the Salinas Valley Today

- ① **Location** (central to the region, gateway to various destinations, easy access)
- ② **Climate** (temperate weather, great air quality, an environment ideal for growing)
- ③ **Geography** (abundant natural resources, fertile land, clean water, beautiful physical space)
- ④ **Agriculture** (stable, innovative, world leader, strong employment base, caring owners)
- ⑤ **Core Values** (strong work ethic, volunteerism, philanthropy, pride in family)
- ⑥ **Diversity** (good mix of immigrants, emerging Latino leadership, cultural sensitivity & acceptance)
- ⑦ **Entrepreneurialism** (starting businesses, new products, new methods, using technology)
- ⑧ **Sense of Community** (long term residents, people vested in community, sense of caring)

Without a doubt, the Salinas Valley is a fertile, lush, temperate, and physically beautiful place. It is a perfect setting for agriculture, particularly the intensive row crop variety that dots the landscape and generates thousands of jobs. Importantly, nearly 40,000 acres are now vineyards and promise an even more diverse agricultural economy in the near future. Agriculture in the Valley has been perhaps the leading source of innovation and technology in the workplace. From the way crops are grown, to how they are packaged, to the methods used for marketing, the agriculture of today is vastly different from the way it was 40 years ago and it will be different still in 2020.

Leaders often mentioned the strong values and sense of community evident in the Salinas Valley. Hard work, pride in one's efforts, and a sense of accomplishment stand along side of a tradition of volunteerism, lending a helping hand, and genuinely caring about the condition of others.

The tradition of entrepreneurialism was mentioned often, not only as a resource that has a positive influence on the Valley today, but also as a strategy of hope for tomorrow. From once little companies that have grown into world leaders today, to "mom and pop" small businesses springing up to serve the needs of an increasingly younger and ethnically diverse population, entrepreneurs and their spirit are recognized and valued by Valley Visionaries.

- ❖ These positive attributes represent interesting opportunities for Hartnell College. Leaders tell us that agriculture is and will continue to be the economic centerpiece of the Valley. It has a tradition of innovation and adoption of technology. It is in the midst of diversification with new ventures in viticulture, winemaking, livestock, product packaging, and distribution. How can Hartnell respond with programs that help to sustain and support today's economy?
- ❖ As in many other regions with a strong agricultural base, the Salinas Valley is home to a growing body of immigrants and a majority and growing population of Hispanics. How do we align our programs and offerings in light of these trends? As agriculture becomes more mechanized and adopts more technology, how do we respond with programs to help train and re-educate the thousands of general agricultural laborers who have jobs affected by technology and mechanization?

In addition to these often-mentioned positive qualities of the Valley, other “positives” were noted with some frequency, including:

- A growing body of responsive government leadership
- Variety of educational options, from ROP to Hartnell to CSU Monterey Bay
- Quality of health care providers and hospitals
- Relatively affordable housing, compared to the peninsula, Santa Cruz, Silicon Valley

Some of the positive aspects and resources of individual Salinas Valley cities were identified by those interviewed.

Top Positive Aspects/Resources of the Salinas Valley Today: By City

Salinas
<ul style="list-style-type: none"> ❶ Small town feel, yet county seat and Valley hub ❷ Hard working residents and families ❸ Good mix of retail, shopping centers, restaurants ❹ City leadership has vision ❺ Strong spirit of citizen involvement, volunteerism, philanthropy
Gonzales
<ul style="list-style-type: none"> ❶ Positive, caring attitude of citizens ❷ Small town culture ❸ People who take pride in their community ❹ Leadership and professionalism of city staff ❺ Balanced focus on commercial, retail, and housing mix
Soledad
<ul style="list-style-type: none"> ❶ Friendly, caring, giving residents ❷ Small town attitude ❸ Availability of land and water for sustained future growth ❹ City leadership with a vision for a growing and vibrant city and economy ❺ Strong spirit of volunteerism and sense of pride in community
Greenfield
<ul style="list-style-type: none"> ❶ Availability of land for growth ❷ One of the fastest growing cities in the tri-county area ❸ Strong, innovative agriculture industry ❹ Small town attitude ❺ Central Valley location and Hwy 101 proximity provides good transportation access
King City
<ul style="list-style-type: none"> ❶ Stable agriculture economy ❷ Strong civic engagement by residents, philanthropic community, and strong volunteer base ❸ Hartnell College presence ❹ Great amenities such as golf course, hospital, airport, community parks ❺ “Can-do” attitude by city staff

Across the Valley, visionaries and leaders point to the people of Hartnell College’s service area as representing some of the most vital and positive assets of the area. Civic engagement, pride in their communities, volunteerism, and philanthropy are part of the fabric of the Valley. The

abundance of water, land, and a hardworking labor pool help to sustain agriculture and the economy of the region. The Valley and each city have much for which to be thankful.

The Negative Aspects of the Salinas Valley Today: 2007

What are those assets of the Valley that have a negative influence on our character and way of life? As with a listing of positive aspects, leaders identified a set of such negatives.

Top Negative Aspects of the Salinas Valley Today

- ① **Lack of affordable housing** (the affordability index of the Valley is among the lowest in CA)
- ② **Crime** (while evident in Salinas, the perception is that gangs/crime is spreading Valley-wide)
- ③ **Little economic diversity** (ag and some hospitality offer low wages; need new industry mix)
- ④ **Few opportunities for youth** (limited recreational options, limited jobs and career growth)
- ⑤ **“No growth” challenge** (perceived “no growth” peninsula sentiment at odds with Valley needs)
- ⑥ **Insufficient public infrastructure** (deteriorating roadways, limited public transit, few parks)
- ⑦ **Challenged education system** (drop out rates, low college-going rates, illiteracy)
- ⑧ **Governments at odds** (sense of county vs. cities, local silo mentality as cities plan and develop without strong coordination with other Valley cities, restrictive permitting)

Virtually every interviewed leader could point to aspects of the Valley that were “negatives” to the quality of life and economic stability of the area. And, there was a consistency in responses that any observer could reinforce simply by reading a month’s worth of newspaper headlines.

The affordability of housing continues to be a major issue in the Valley. It drives good people away who cannot afford to live here, it forces higher densities in household units, and it feeds the sentiment of “haves and have-nots” among those who work hard in the Valley but simply cannot afford this part of the American dream. The problem is exacerbated, say leaders, with the impact that “no or slow growth” proponents have had in defeating county or city growth plans that include the development of more affordable housing, particularly on agriculture zoned or adjacent land.

The affordability index is also a function of the wages in the Valley. So much of the non-government employment in the Salinas Valley is contained in agriculture, hospitality (restaurants, cafes, motels), and retail (department store clerks, sales associates, etc.). In this Valley, many of these jobs are entry level and pay minimum wage or very low salaries. And, for many of these industries, there is not a clearly defined, multi-level career ladder that promises the possibility of higher wages and benefits. So many leaders, especially those from the industry and the community sectors, have noted the need to develop a stronger middle class and an industry mix that features middle- and senior-level supervisor and management opportunities. While these are goals for many city leaders, this mix is not yet here.

The status and condition of education in the Valley is of concern to area leaders. They cite drop out rates at the K-12 and college levels that could be improved, low college-going rates, declining ESL enrollment, low educational achievement among adults, and pronounced English illiteracy rates as evidence of a system that needs focus, fixing, and the resources to get the job done.

All of this, of course, impacts the Valley’s youth. High-density living situations, low educational achievement, crime and gang pressures, and low prospects for meaningful employment are combined with perceived few recreational and sports options to create a challenging environment for the young people of the Salinas Valley.

- ❖ Certainly, an effective response will require strong, coordinated efforts between all city and county agencies, along with the involvement of Hartnell College and other educational partners, and with the participation of business, service clubs, and social service organizations. There is a strong leadership role here for Hartnell College and other institutions.

Some of the negative aspects of contemporary Salinas Valley were also identified for its cities.

Top Negative Aspects of the Salinas Valley Today: By City

Salinas
<ul style="list-style-type: none"> ❶ Crime and gang activity ❷ Poverty and illiteracy ❸ Low wages and high cost of living ❹ Underfunded public programs ❺ Weak economic engine and programs to feed entrepreneurialism and industry mix
Gonzales
<ul style="list-style-type: none"> ❶ Lack of city resources because of small population and business base ❷ Small tax base makes it difficult to sustain growth and services ❸ Lack of diverse employment sector and job base
Soledad
<ul style="list-style-type: none"> ❶ Lack of retail shopping mix drives residents to other communities ❷ High cost of housing compared with low wages ❸ Large population influx with many service needs ❹ Perception as a bedroom community
Greenfield
<ul style="list-style-type: none"> ❶ Lack of strong industry mix and diversity ❷ Perception of growing crime rates ❸ Lack of affordable housing
King City
<ul style="list-style-type: none"> ❶ Difficulty in attracting big business/industry due to small size ❷ Lack of retail shopping mix ❸ Lack of affordable housing combined with high cost of living

Many of the perceived negative aspects of the Valley are shared in common among cities. Lack of a strong industry mix, lack of affordable housing, limited public resources, small tax base, low wages coupled with a higher cost of living, all surface, in some degree, across the cities of the Valley.

- ❖ Elevating educational levels, providing adequate training to support at least modest career advancement, and launching courses in entrepreneurship are initiatives that Hartnell College and other educational partners should evaluate.

A Status Quo Salinas Valley in 2020

If trends and actions continued status quo, and no new initiatives, resources, creativity or programs were brought to the table, what would the Salinas Valley look like in 2020? Here is what Valley Visionaries say our Valley could look like without committed leadership and new ideas.

A Status Quo Salinas Valley in 2020

- ① **Quality of life will decrease** (high density housing, crime, less funding for services, few options)
- ② **Minimal economic growth** (“no growth” effort stifles development, industry growth discouraged)
- ③ **Population in crisis** (continued illiteracy, increased poverty, skills will not match job demands)
- ④ **Workforce in crisis** (high unemployment, low wages, mechanization reduces jobs, no career growth)
- ⑤ **Infrastructure worsens** (traffic slowdowns, roads need repair, water/sewer systems near capacity)
- ⑥ **Local government challenged** (low tax base = fewer resources to respond to increased needs)

For many leaders, some of today’s negative trends, if not abated, will only worsen in the coming years. Challenges to residential and commercial development, coupled with zoning and permitting processes already viewed as cumbersome, will result in some pockets of high-density housing and retail crowded onto the little non-agricultural land that dots the Valley landscape. Leaders envision a population still not adequately served by educational institutions, not provided sufficient social services by city and county agencies, and not provided the tools and programs to begin their own small businesses. The flight of “white” capital (as labeled by some leaders) will increase as people with means go elsewhere for their high-end shopping, personal services, and housing needs.

A large segment of tomorrow’s non-government workforce will continue to face extraordinary challenges. Leaders envision continued low wages, few career advancement opportunities, and a continuing divide between current skill sets and the abilities required of continued technology changes and the advancement of agricultural mechanization. Since 2000, the Valley and its individual cities and communities have reported some of the highest levels of unemployment in the state. A status quo approach to the future would simply continue this negative statistic.

Without new vision, programs, or resources, Valley leaders do not see how our educational institutions will adequately address illiteracy in the Valley, low college-going rates, and skill sets that may not match the needs of tomorrow’s Valley economy.

To be sure, there are aspects of today’s Valley life that are positive and, too, will continue to 2020 and beyond. Leaders reinforced that family values, philanthropy, volunteerism, agricultural innovation, community pride, and personal ethics are positive forces that transcend some of the negative aspects and can be expected to be part of our future social landscape in spite of what leaders may or may not do. These are important attributes to our Valley of tomorrow and they should be nurtured and cherished.

A Preferred Salinas Valley in 2020

Leaders were asked to fashion a Salinas Valley in 2020 as they would want it to be. We asked them to imagine the availability of adequate resources, programs, and policies and then describe a future nurtured by those resources.

A Preferred Salinas Valley in 2020

- ① **Better government** (improved permitting processes, more responsive/forward looking city staff)
- ② **Reduced crime** (more gang prevention progs, youth deterrent progs, more police, parent involvement)
- ③ **Adequate Infrastructure** (better roads, more mass transit, updated sewer/water plants, more parks)
- ④ **Affordable housing** (affordable housing next to employment centers with social/recreational amenities)
- ⑤ **Youth programs** (more rec centers, boys & girls clubs, tutoring/counseling progs, jobs/internships)
- ⑥ **Improved education** (programs that increase literacy, graduation, college-going, skills, job readiness)
- ⑦ **Cleaner environment** (desalination plant, fuel substitutes, green-based businesses/dev, rail service)
- ⑧ **Strong economy** (good industry mix, strong retail, expanding middle class, more tourism, job growth)
- ⑨ **Diversified ag** (year round operations, growing wine industry, vertical expansion, more bio research)
- ⑩ **Empowered community** (more key social services, more Hispanics in positions of power, more voice)

In their vision of a preferred Salinas Valley in 2020, leaders see a vibrant, clean, safe, innovative, nurturing, and dynamic government system, citizenry and economy. They see a compromise in the area of growth versus no growth with the results being measured, planned development that leads to affordable housing, commercial corridors, winery operations, retail centers, and mixed-use developments...all working in concert to keep our economy strong and environment protected.

They envision a 2020 Valley with improved roads, greatly increased mass transit options that link cities and communities the length of the Valley. Improved rail service, both freight and passenger, would be the norm. Through it all, our environment would be cleaner through the use of alternative fuels, the promotion of clean/green industries, and the use of green technologies and construction practices.

Our educational systems would offer a full array of programming designed to raise educational goals and expectations, increase basic skills, increase vocational education offerings, increase college prep and college-going rates, increase college completion and transfer rates, expand adult school sites and offerings, feature more cultural and global studies, provide students with apprenticeships and internships and real work applications, and show students clearer paths from K-12 to college and on to solid, rewarding careers. There would be more college satellite centers throughout the Valley and more trade and vocational schools.

The economy of the Valley and each of its cities would be strong and diversified. Permitting and building procedures would encourage the influx of new business and the expansion of existing companies. Retail and commercial centers would turn bedroom communities into self-sufficient towns. Green businesses, technology firms, bioscience research facilities, food safety companies, and the businesses that feed a vertically integrated agricultural industry would combine to offer new opportunities for career advancement, mid-level management positions, and livable wages with benefits.

- ❖ Hartnell College could play a leading role in this preferred vision for the Salinas Valley in 2020. Education is at the core of economic growth, community growth, and individual advancement. What could Hartnell College do, in terms of an institutional response, and in concert with other educational and community partners to help this preferred vision be realized?

Resources/Action Required for the Preferred Vision

Leaders agree that such a vision will not be easily converted into reality. This preferred vision will require much leadership, resources, programs, and initiative. But, valley visionaries believe that this positive vision is attainable and have identified some of the resources and actions required to get us there. Leaders note that the process will require a combination of planned vision, political leadership, business leader participation, community support, buy-in and involvement of public agencies, and new fiscal resources. Here is a checklist of required resources and actions.

□ Planning and Cooperation:

1. City and county government must share a common vision and attitude about change.
2. The peninsula cities and leadership must join with Valley leaders to listen to the community of the Salinas Valley and follow its will.
3. County leadership must fashion a general plan sensitive to the regional growth needs in the Salinas Valley perhaps even over the objections of “no growth” proponents.
4. These political and business leaders must involve community, non-profit, education, civic, and chamber representatives and facilitate their input and ideas.
5. Shape this input into a plan for the future with this collective determining project and funding priorities and allocations.

□ Public Relations and Public Education:

1. Fashion public education and information campaigns to inform the public about the process and benefits of planned growth and how its passage and implementation is directly linked to jobs, the economy, and quality of life.
2. Develop a public information campaign to change the area’s image from a current focus on some negative aspects of the Valley, namely crime and a low-wage, blue collar valley, to the positive story of agricultural innovation, wine tourism, arts and culture (Steinbeck Center), and its position as a gateway destination point.
3. Initiate an information program to make residents and businesses aware of current problems and some of the program-based and personal solutions and strategies.

□ Business and Economic Intervention:

1. Expend more resources and energy to keep current businesses here. Tremendous economic advancement can occur if we help local businesses expand by even one employee each. This would generate thousands of new jobs in the Valley. Focus resources to help existing businesses with technical assistance, access to capital, integration of technology, regional and international marketing, market segmentation, and other strategies for economic stability and growth. Organize the resources of countywide economic business councils, chambers, regional occupational programs, Hartnell College, the small business development center, and city economic development departments in order to present a unified, seamless set of services.
2. Create a proactive recruitment program, valley-wide yet featuring the singular benefits of individual Valley cities, to attract new industry and businesses to the area. Work equally to help a prospective new business select a site in any functional, workable location, in any city or area of the Valley.

3. Develop special campaigns aimed at attracting high tech companies, medical research firms, green businesses, light manufacturing and assembly, and electronics businesses that add value, offer high pay scales, provide for career mobility, and may be enticed by the geographic location of the Valley and its relatively affordable housing costs (compared with Silicon Valley, Orange County, or the Bay Area).
4. Develop a focused skills development/job readiness program that links the Workforce Investment Board, Monterey County Office of Education, Mission Trails Regional Occupational Program, Adult Schools, Hartnell College, and other education and training assets, to create a seamless, unified approach to developing a competent and trained workforce and labor pool. The program would help existing workers be trained to keep them competitive and job proficient. It would prepare current students with the skill sets to make them job ready upon graduation. It would help out-of-school youth with training, internships and apprenticeships. The results would be a more productive workforce, a more employable workforce, and a workforce that would be attractive to prospective new industries and businesses looking to relocate.

Funding and Fiscal Resources:

1. Use a referendum for a sales tax increase dedicated to these strategies.
2. Use a referendum for a property tax increase or use tax that would be dedicated to these strategies.
3. Consider enterprise, development, redevelopment, and other zones that might bring state and federal funding as well as fiscal incentives (e.g., tax deductions/credits).
4. Create a body of funds from county and cities contributions that would be used to hire a small team of seasoned proposal writers to access myriad state and federal proposal-based funding programs and foundation initiatives. This team would seek funds targeting rural communities, crime reduction, job creation, poverty, youth programs, small business entrepreneurship, sustainable economies, community empowerment, alternative fuels and transportation methods, community sports and recreation facilities, after-school programs, and related topics of import to the Valley.

Education Initiatives:

1. Educational administrators at all levels need to commit, via a summit or some collective method, to programs that improve basic skills (including language and communication), people skills, leadership abilities, critical thinking, problem solving, ethics, use of technology, working in teams, and how to access and process information. These skills can be the building blocks of a competent employee and a job-ready labor pool.
2. Hartnell College needs to recapture the academic respect it once had and reconnect its programs to the needs of Valley industry and residents. It needs to be a facilitator of change and teach ways to nurture and guide innovation. It must once again become a center of teaching and education in the areas of basic skills, vocational and occupational education focused on the job opportunities of today and tomorrow in the region, and 4-year college prep and transfer.
3. K-12 in the county needs to “instill a sense of the possible” in students and expect more from them. The K-12 system should focus on basic skills, communications, and ethics while working with parents to find ways to increase motivation for education and career preparation. There should be a concerted effort to add “real world” relevance to the curriculum through internships, apprenticeships, field visits, industry

guest speakers, and on-the-job work experience. The system should work with industry to identify the technology of today and proposed for tomorrow and acquire that technology and software and include it in current curricula and classrooms. There needs to be an increased focus on understanding economics, modern day business practices, and nurturing entrepreneurialism.

□ Recreation/Sports/Positive Activities:

1. Representatives of the county and each city should convene a work group to identify recreational, sports activities, and after school programs that could best benefit from a united effort to attract interest in and funding for area-wide sports complexes, boys and girls clubs, and YMCA/YWCAs. While local parks, pools, etc., should be planned for on a city-by-city basis, it may be difficult for each of the five Valley cities to attract their own sports complexes and boys and girls clubs. Thus, the region and its citizens might be better served with a Valley-wide coordinated approach.
2. Use the same small cadre of proposal writers identified above to pursue public and foundation sources of potential funding. Work with existing boys and girls club executives to identify potential business and individual philanthropists with interest in supporting sports and club alternatives for youth.

Of course, it may well be that some of the actions and suggestions are already being accomplished by cities and agencies and entities. It may well be that some observers may say that a number of these strategies are not viable or will never receive support. The message here, however, is that well-intended, intelligent, and caring leaders from all sectors of the Valley believe that these and other strategies will make a difference. They realize that these strategies are not easily enabled and instituted. They know that developing partnerships among those with differing views is not an easy proposition. They understand that agencies and organizations are hesitant to respond when asked to do something different. But they also are hopeful about what the future of the Valley may hold and what it could offer its citizens if new resources, vision, and policies are enacted.

Role of Hartnell College In the Preferred Salinas Valley of 2020

Leaders were asked to specifically consider what Hartnell College could do as an active partner to help bring about the preferred vision for the Salinas Valley of 2020. Here is the checklist of actions and activities they developed for Hartnell College to consider.

□ Reputation and Focus:

1. Regain its reputation as a quality academic institution. Do this in part by refocusing on academics and training programs that directly connect with the needs of the Salinas Valley. Work to end the internal conflicts that have spilled over into the external community.

□ Connecting to the Community:

1. Connect all of the campus leadership to the community through outreach, participating on city boards and commissions, and attending community events.
2. Undertake periodic assessments and surveys of the needs of businesses and the community and reshape curricula and programs to serve those needs.
3. Improve marketing and information sharing to the community so that the community is better informed and can more readily access campus services and programs.

□ Relevant Research:

1. Develop cooperative, joint research projects with other colleges and universities. Topics could include community health, medical interventions and drug studies, agricultural research, food safety, production methods, ways to deter violence, and other issues affecting the Valley. The benefits of these joint efforts are the introduction of university-based programs into the Valley, real life research exposure for students, and the potential attraction of related industries to the area.

□ Educational Pathways and Access:

1. Work to improve links with area K-12 and various 4-year colleges, particularly CSUMB, to encourage and facilitate the transition from K-12 to Hartnell College and then on to a 4-year university. Current transfer rates are viewed as very low and pathway information from K-12 to Hartnell College is seen as not clearly defined.
2. Develop cooperative programs with other key universities with acknowledged excellence in programs of import to the Valley. For instance, develop agriculture and viticulture research, demonstration, and education programs with UC Davis and Cal Poly San Luis Obispo. Develop community health and medical intervention research, demonstration, and education programs with Stanford University, UC San Francisco, and UC San Diego. Develop math, science, and environmental sustainability programs with UC Berkeley, UC Santa Cruz, Lawrence Berkeley Laboratory, and Lawrence Livermore National Laboratory.
3. Partner with Adult Schools and regional occupational programs to provide pathways for their program graduates to transition to Hartnell College.
4. Expand where and when Hartnell College programs and classes are offered. Expand the offerings of the King City Education Center and consider opening a center in Soledad so that residents and students in the central and south portions of the Valley are better served.

□ Educational Programs and Training:

1. Agriculture: Re-institute, strengthen, and expand the vocational and occupational education programs in agriculture. Develop ag programs around community and industry needs in agricultural technology, ag business, food safety, improved production techniques, product tracking, irrigation practices, use of GPS and lasers in today's agricultural operations, mechanical harvesting, viticulture, and ag-tourism.
2. Business: Offer training, short-term courses, and program emphases on the topics of management, entrepreneurship, customer service, marketing, land use law, financial planning, business leadership, hospitality industry, management techniques, team building and cultural practices and issues important for businesses to understand. Develop a mentor program with local business leaders.
3. Health sciences: Re-invigorate the nursing program. Offer programs in X-ray technician, lab tech, nursing aids, caregivers, and culture-specific health needs and issues, and develop internships with area health agencies and hospitals.
4. Technology: Offer occupational programs and training courses in computing, electrical engineering, mechanical and structural engineering, agricultural technology, and adopting technology in the workplace.

5. Green Economy: Offer new occupational/vocational/educational programs and training courses in alternative energy, conservation, ocean studies, marine biology, and green development/construction and business practices.
6. New disciplines: Consider offering new programs, certificates, and courses in youth development, cultural diversity, rural development, public safety, and waste water management.

□ Cultural/Social Intervention:

1. Demonstrate sensitivity for a diverse community by providing cultural events and training to help ease community racial tensions as and if they arise.
2. Use student mentors in K-12 and after school programs to serve as role models.

This is an ambitious set of projects and strategies for Hartnell College. It represents a long list of ideas and actions suggested by key leaders and valley visionaries. Implementing even a handful of these proposed actions would well position Hartnell College as an active participant in the positive growth and future of the Salinas Valley.

What Residents Want in the Salinas Valley of Today and 2020

Some 628 residents were surveyed and provided their views on what actions and resources were needed in the Salinas Valley of today and tomorrow so that the Valley would be a good, safe, and healthy place in which to live and work. Here is a list of the most mentioned needs.

Things Needed Now and in the Coming Years for the Salinas Valley to be a Good, Safe, Healthy Place

- | |
|---|
| <ol style="list-style-type: none"> 1. More law enforcement to control gangs/violence 2. More focus on, and better and more accessible education 3. More affordable housing and closer to where people work 4. More jobs and better paying jobs 5. Assistance to the needy with more social services 6. More activities/programs for youth 7. More community activities/programs/services 8. Clean up community/improve lighting 9. Improve environment and promote conservation 10. More business growth 11. Improve health programs/facilities 12. Improve public transportation 13. Improve parenting and promote family-oriented activities 14. Restrict/control growth 15. Lower cost of living 16. Control immigration 17. Better communication throughout community 18. Control traffic/improve parking |
|---|

- ❖ Valley residents, in one clear and strong voice, are very concerned about gangs and violence and by a very large measure say that the first and most important action needed today is hiring more law enforcement personnel to control gangs and violence in the cities and communities of the Valley.
- ❖ An increased focus on education and then access to education is the next most important action or resource needed now and in the coming years by Salinas Valley residents. There is much that Hartnell College and its educational partners could do in response to this need.
- ❖ The observations of the leader group compare favorably with the views of residents. Both cohorts point to the need for affordable housing, more and better paying jobs, more activities for youth, more business growth, improved mass transit, environmental sensitivity, and the need for a lower cost of living.

Residents share many of these issues and perceived needs across cities and communities in the Valley.

**Things Needed Now and in the Coming Years for the Salinas Valley
to be a Good, Safe, Healthy Place: By City or Community**

<p>Castroville</p> <ul style="list-style-type: none"> ❶ More law enforcement ❷ More jobs 	<p>King City</p> <ul style="list-style-type: none"> ❶ More law enforcement ❷ Better/focus on education ❸ More business growth 	<p>Soledad</p> <ul style="list-style-type: none"> ❶ More law enforcement ❷ More housing ❸ Assist the needy
<p>Gonzales</p> <ul style="list-style-type: none"> ❶ More law enforcement ❷ More housing 	<p>Prunedale</p> <ul style="list-style-type: none"> ❶ More law enforcement ❷ Affordable housing 	<p>Spreckels</p> <ul style="list-style-type: none"> ❶ More law enforcement ❷ Assist the needy ❸ Affordable housing
<p>Greenfield</p> <ul style="list-style-type: none"> ❶ More law enforcement ❷ More jobs 	<p>Salinas</p> <ul style="list-style-type: none"> ❶ More law enforcement ❷ Better/focus on education ❸ More community activities/programs 	

In each of the five Valley cities and major unincorporated communities, the need for more law enforcement is the top citizen need and priority. Of interest, the residents in the two cities that feature Hartnell College campuses or centers, Salinas and King City, identified the need to focus on education and on better and more accessible access as another important action.

What Residents Want Hartnell College to Offer To Prepare Residents to do well in the Salinas Valley of 2020

Residents, the communities in which they live, and the organizations that serve them should be in a constant state of change. External and internal forces, particularly economic ones, often impact jobs, unemployment, industry mix, tax base, skill sets, and quality of life. The citizens of the Salinas Valley were asked to identify the programs and services Hartnell College should offer to help prepare them to do well now and in the year 2020.

Programs and Services Hartnell College Should Offer to Prepare Residents in the Salinas Valley to do Well in 2020

- | |
|---|
| <ol style="list-style-type: none"> 1. Be more involved with youth, junior high and high school students 2. Offer more and varied classes and more convenient locations 3. Affordable, low cost, and free courses and services 4. English/ESL classes 5. Bilingual programs/services 6. Computer classes/use of computers in class 7. More convenient class times 8. Healthcare training 9. Align training/programs to community needs 10. Better advertise programs/services 11. Personal enrichment courses 12. Parenting/child development/family courses 13. Offer financial assistance 14. Help with job placement/teach job skills |
|---|

Programs and Services Hartnell College Should Offer to Prepare Residents in the Salinas Valley to do Well in 2020: By City/Community

<p>Castroville</p> <ol style="list-style-type: none"> ❶ Be more involved with youth ❷ Voc ed training ❸ Parenting/child dev/family courses ❹ Computer classes/computer use 	<p>King City</p> <ol style="list-style-type: none"> ❶ More/varied classes ❷ Be more involved with youth 	<p>Soledad</p> <ol style="list-style-type: none"> ❶ More/varied classes ❷ Bilingual programs/services ❸ Be more involved with youth
<p>Gonzales</p> <ol style="list-style-type: none"> ❶ Affordable/free classes/services ❷ More/varied classes 	<p>Prunedale</p> <ol style="list-style-type: none"> ❶ Affordable/free classes/services ❷ Be more involved with youth 	<p>Spreckels</p> <ol style="list-style-type: none"> ❶ More/varied classes ❷ Affordable/free classes/services ❸ Bilingual programs/services
<p>Greenfield</p> <ol style="list-style-type: none"> ❶ More/varied classes ❷ English/ESL ❸ Healthcare training 	<p>Salinas</p> <ol style="list-style-type: none"> ❶ Be more involved with youth ❷ Affordable/free classes/services ❸ More/varied classes 	

- ❖ Valley residents would like Hartnell College to become more involved with youth, junior high school and high school students. Through this early intervention, the college can help instill in students a motivation to pursue education, to better prepare academically, and to see the connection between education and more rewarding careers.
- ❖ Hartnell College should revisit its programs and courses to ensure they are varied and in synch with the needs of the people and economies of the Valley. The college should consider offering courses at more locations and communities throughout the Valley.

- ❖ The campus should do what it can to offer courses and services that are affordable, and look for ways (grants and subsidies) to offer some classes and services at no cost.
- ❖ Residents want more English, ESL, and bilingual courses and services valley-wide.
- ❖ Extending full vocational education programs at various county locations, with an emphasis on allied health education, would be important to some residents, particularly if they are offered at times of the week convenient to their home and work schedules.

Above all, residents encourage Hartnell College to engage in early intervention to assist youth and families to envision a better life based on education. No matter where they reside, their preference would be to have convenient access to local Hartnell College education and training programs that are affordable, flexible, relevant to the economy of the Valley, and that help citizens prepare for a future not so far in the distance.

What Residents Envision As The Jobs in Salinas Valley in 2020

From their vantage point, residents have envisioned the types of jobs and careers that will be in demand in the Salinas Valley of 2020. For them, some of the 2020 occupations are here today and other envisioned occupational programs are new or will receive new emphases.

Top New Jobs/Careers Residents Believe the Salinas Valley will offer in 2020

<i>Job or Career Field Envisioned to be in Demand in the Salinas Valley of 2020</i>	<i>% Residents Indicating this Field:</i>
Computer-related	30.8%
Medicine and health occupations	14.7
New technology/high-tech	13.6
Agricultural occupations	12.8
Environmental sustainability/industries	5.6
Retail sales and management	5.3
Robotics	5.0
Biotechnology	4.7
Administrative specializations	4.4
Education occupations	3.6
Mechanics and machinery repairers	3.6
Protective service occupations	2.8
Construction occupations	2.8
Electrical assembling, installing, repair	1.9
Processing of food, tobacco and related	1.4
Food, beverage prep and service	1.1

- ❖ Residents agree that computer- and technology-based jobs and careers will constitute a significant share of the job market in 2020. They envision increased demands for those nurses, health technicians, and allied health professionals that sustain the practice of medicine and the health care delivery systems of the Valley.
- ❖ Agriculture will continue to create a demand for jobs and the future may well offer new positions in agriculture related to viticulture, packaging, marketing, and management. In

related disciplines, careers in environmental sustainability and biotechnology will require their share of the labor marketplace of tomorrow.

- ❖ Residents envision some continued opportunities in construction and this is confirmed by leader interviews and by businesses responding to occupational questions in their survey.
- ❖ Residents also do not see much demand in 2020 for the hospitality-related jobs involving food and beverage preparation and service, or it may be that they are not interested in pursuing such jobs because of their propensity to pay relatively low wages.

Salinas Valley cities and communities have their own local economy and residents of those individual communities identified the career field and jobs that will dominate 2020.

**Top New Jobs/Careers Respondents Think the Salinas Valley will offer in 2020:
By City and Community**

<p>Castroville</p> <ul style="list-style-type: none"> ❶ Environmental 	<p>King City</p> <ul style="list-style-type: none"> ❶ Computer-related ❷ New technology/high-tech ❸ Administrative specializations 	<p>Soledad</p> <ul style="list-style-type: none"> ❶ Computer-related ❷ Agricultural occupations ❸ New technology/high-tech
<p>Gonzales</p> <ul style="list-style-type: none"> ❶ Computer-related ❷ Agricultural occupations ❸ Medicine & health occupations 	<p>Prunedale</p> <ul style="list-style-type: none"> ❶ Medicine & health occupations ❷ Computer-related ❸ New technology/high-tech ❹ Agricultural occupations 	<p>Spreckels</p> <ul style="list-style-type: none"> ❶ Computer-related ❷ Retail sales skills ❸ New technology/high-tech
<p>Greenfield</p> <ul style="list-style-type: none"> ❶ New technology/high-tech ❷ Medicine & health occupations ❸ Education occupations 	<p>Salinas</p> <ul style="list-style-type: none"> ❶ Computer-related ❷ Medicine & health occupations ❸ Agricultural occupations 	

From the perspectives of residents, computer-related jobs and those involving new technology and high technology will be important professions in each Valley city and community. Residents do envision some different emphases across cities.

- ❖ Medical and health occupations will be very important in the communities of Prunedale, Greenfield, and Salinas.
- ❖ Agricultural occupations will be particularly in demand in Gonzales, Soledad, and Salinas.
- ❖ Residents view computer-related professions as tomorrow’s top demand profession in every city but Greenfield and in every major unincorporated community except for Castroville.
- ❖ The residents of Spreckels were the only community respondents who envisioned a strong demand for retail sales positions and skills in 2020.

What Leaders Envision as the Job and Industry Mix in the Salinas Valley in 2020

Leaders were asked to identify the types of careers and industry mix that will dominate the economic landscape of the Salinas Valley in 2020.

Major Job and Economic Trends Envisioned for the Salinas Valley in 2020

1. A slow but measurable growth of business in general (influenced by conflicts in land use policies, general plan issues, permitting procedures, and ag-based economies in general).
2. “Big box” stores will replace select small retail businesses that cannot compete from a pricing perspective.
3. A substantial need will develop for more technology trained employees in all fields.
4. The Valley will continue to lead the world in agricultural technology and mechanization and will need a workforce that uses, manages, and maintains that technology.
5. The adoption of this new technology will decrease the need for manual laborers currently working in the production and harvesting sectors of agriculture.
6. National and international competition will increase and will require a new sophistication in using the Internet for global marketing and business opportunities.
7. The regulatory environment will become more complex especially related to food safety, packaging, environmental mitigation and land use. This environment will impact how agricultural commodities are grown, harvested, cleaned, packaged, shipped, and sold. This, in turn, will impact the needed skill sets and work routines of tomorrow’s workforce.
8. New industries and businesses will develop related to biofuels, green architecture and construction, resource conservation and environmental sustainability.

Leaders see a Salinas Valley economy in 2020 that will offer increased employment opportunities in the following areas.

Career Fields Slated for Employment Growth in the Salinas Valley in 2020

1. **Health care** (patient care professions, elder care/assisted living, research)
2. **Ecology/conservation** (biofuels, green buildings, alternative energy, waste water treatment, desalination technologies, and ocean studies)
3. **Technology applications** (mechanization, water technology, computing technology, use of GPS and GIS, Internet-based sales and marketing, and medical technologies)
4. **Food safety** (processing, testing, quality control)
5. **Retail and service** (sales associates, cultural retail targeting growing Hispanic market)
6. **Public Safety** (law enforcement, fire services, correctional officers, homeland security)
7. **Government and service agencies** (government sector staff at all levels, especially those who provide community and social services focusing on families, youth, and the elderly)
8. **Youth focused** (counselors, recreation aids, teacher aids, K-12 teachers)

Many of these career fields envisioned for major growth by leaders match closely the professions projected by residents to be in high demand in 2020. For both leaders and residents alike,

professions in health care will be in high demand, as will computer and technology based jobs, and those involved in agriculture and environmental sustainability.

- ❖ These projections provide important data for Hartnell College and other education and training providers. They encourage a refocusing on the development and expansion of allied health education and training programs, computing and technology vocations, agricultural technology and research programs, and a comprehensive discussion of prospective new occupational programs in the area of environmental sustainability, ecology practices, and public safety.

Take-Aways from The 2007 Valley Visionaries Interview Project

Valley leaders and residents were asked to look to the needs of the Valley today and envision its possibilities in 2020.

1. Positive attributes of the Salinas Valley today include its location, geography, stable agriculture-based economy, core values among residents, a diverse population, a strong sense of community, and an emerging entrepreneurial spirit.
2. Negative attributes of the Valley today include lack of affordable housing, crime, little economic diversity, the “no growth” sentiment, a challenged education system, and city and county governments viewed at odds with each other and the business sector.
3. Leaders paint a bleak picture of a Salinas Valley in 2020 if some of the current trends and status quo run their course. They have constructed a positive and preferred Salinas Valley in 2020 that, with hard work, would feature:
 - A more responsive government at all levels
 - Reduced crime, more options for youth
 - A strong diversified economy with livable wage jobs, affordable housing
 - An improved education system and an empowered community
4. It would take hard work, dedicated staff, and such strategies as:
 - Increased planning and cooperation
 - Public relations and public education
 - Business and economic interventions
 - New funding streams and fiscal resources
5. The economy of 2020 will generate increased demands for such professions as:
 - Health care
 - Ecology, conservation, and environmental sustainability
 - Technology applications, computing technology, agricultural technology
 - Public safety, law enforcement, fire services, correctional officers
 - Government service and social service agency staff at all levels
6. These growth opportunities, and tomorrow’s economy, will require a workforce with different and additional skill sets that will include computer proficiency, ability to adopt technology, mastering the Internet, food and workplace safety, and working in teams.

The Salinas Valley in 2020 can be a place that takes the positive attributes of the Valley today and adds a proactive vision, hard work, new policies, and new mindsets that result in a truly dynamic, safe, and fulfilling Salinas Valley of the future.