
HARTNELL COLLEGE
MEASURE T COMMUNITY FORUMS:
INDUSTRY, EDUCATION, STUDENTS, AND
LOCAL GOVERNMENT LENS
SUMMARY
AUGUST – DECEMBER 2019
VERSION 4

DRAFT

PREPARED FOR

HARTNELL COLLEGE – OFFICE OF INSTITUTIONAL ADVANCEMENT

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TABLE OF CONTENTS

Executive Summary..... 1
Overarching Findings.....3
Regional Findings: King City6
Regional Findings: Soledad.....11
Regional Findings: North County15
Regional Findings: Gonzales.....19
Regional Findings: Greenfield23
Closing27

DRAFT

EXECUTIVE SUMMARY

Hartnell College, in collaboration with the Salinas Valley Five Cities Board, hosted five *Measure T Bond Community Forums* from August through December 2019. The purpose of these forums was to bring together community representatives to discuss vision and usage in the bond-funded new and expanded centers. These forums included representatives from industry, education, youth/students, and local government, although the groups were not exclusive. Attendees learned about Measure T, reviewed building designs, and received a status update on every project. They provided input on how they would like the buildings used and the resulting impact on the community as a result of these opportunities. The forums created a deepened connectedness and partnership between Hartnell College and these communities, as well as recommendations on applicable uses and programs that will serve each outreach center and the broader community as a whole.

Over 150 community members participated. Attendees more specifically included High School students (including the Soledad Youth Council), Education (K-12, K-14, Adult Education and CSUMB), Local and County Government Partners and Elected Officials, Parents, Hartnell College Professors, and Industries: Agriculture, Health, Business (including community-based organizations and non-profits), and Economic Development.

The meetings schedule was as listed below:

- King City – August 15, 2019 (18 participants)
- Soledad – August 22, 2019 (41 participants)
- North County – August 29, 2019 (42 participants)
- Gonzales – October 30, 2019 (27 participants)
- Greenfield – December 5, 2019 (24 participants)

PROCESS

At each forum, attendees were welcomed by a combination of Hartnell Administration and a Trustee in addition to city officials, industry, and the local youth council. Joseph Reyes, Director of Hartnell College Facilities Planning and Construction Management, introduced participants to Phase 1 Measure T projects, including the designs, and provided status updates on each project. The same three questions were asked at each session, although the facilitation structure changed to accommodate the space and number of participants. The questions were:

1. What is Hartnell College doing now that you would like to see more of with the opening of the new centers? (CONTINUED & MORE)
2. What new things could Hartnell begin doing that would meaningfully benefit your businesses, industries, students, and residents? (NEW)
3. Overall, what do you hope will be achieved through the expansion of the King City center and the opening of centers in Soledad and Castroville? (IMPACT)

RESPONSE

The information provided by Hartnell College was enthusiastically received, and the ideas from participants shared openly and generously. Attendees want to continue as partners in the program design process and invite others as well. The attendees were so engaged and excited about the projects and conversation that they voluntarily stayed after a 1.5-hour meeting (into their evening) to continue talking. The groups specifically requested sharing the findings in this report with the same communities and expressed a desire to have ongoing engagement and "check-ins" similar to this process. Their enthusiasm and productive dialogue are an indication for continued engagement with the community as a whole.

ABOUT THIS REPORT FORMAT

This report shares the discoveries made in five different community forums and provides a summary of commonalities. Because the forum attendees offered similar themes, there are duplicative subjects in each of the sections. This duplication is essential because it shares an accurate reflection of each forum's input and has an added advantage of allowing each part to stand independently. Common themes were shared towards the end of each meeting, if at all, to ensure the integrity of the process.

The questions sought input on what Hartnell College *should* be doing. Hence, the term "should" is used regularly and is meant as a suggestion or recommendation.

Further, not all participants were familiar with all of the programs that Hartnell College already provides, so there are requests for seemingly *new* programs when the programs already exist.

Rather than offering a narrative summary, the report lists input under common themes.

OVERARCHING FINDINGS

Common themes across all five forums were:

- Stop brain drain from communities.
- Prepare youth for college and career when they are young (in K-12).
- Make college accessible.
- Prepare college students for careers (including work-based learning opportunities).
- Student success = regional economic development.

There is a great deal of excitement about expanding the current outreach center in King Center and creating new outreach centers in Soledad (South Monterey County) and Castroville (North Monterey County). The following is an overview of the input from attendees.

1) COMMUNITY CHANGE AGENT

- a) The Hartnell College outreach centers are an **opportunity to change the fabric of these communities** for good; as a key driver in economic development and uplifting the communities.
- b) There will be a **shift in mindset** that **higher education** is not only accessible but **the norm**.
- c) There will be an **increase** in the **number of students** who **pursue a higher degree**.
- d) Because of the quality of the programs offered at Hartnell College and the resulting career readiness of the students, **more businesses** will want to **locate in Monterey County**, and there will be **more well-paying jobs**.

2) STOP BRAIN DRAIN (IMPACT)

- a) These communities want what most families want for their children – to have **opportunities for education** and to qualify for **well-paying jobs**.
- b) There is a strong desire for the communities' youth **to stay or to come back after** they have completed their education. But all too often, there is a "brain drain" where educated youth seek careers out of the area.
- c) Community members see the **physical presence** of locally based Hartnell College outreach centers as one of the **keys in keeping or bringing their youth back home**.
- d) They also know the importance of having community members with either specialty skills, industry-recognized certification, or degrees in **adding to the talent pool of the community**.

3) PREPARE YOUTH FOR COLLEGE AND CAREER WHEN THEY ARE YOUNG (in K-12)

- a) Included in K-12 Curriculum and Integrated
 - i) College and career preparation should be part of **every student's regular curriculum** by high school (if not earlier).

- ii) Youth and parents should **understand the varied professional opportunities** available in different industries and the education, skills, and experience it takes to enter these careers.
 - i) **K-12 career pathways** must be expanded and available to each child in coordination between the school districts, industry, and Hartnell College. Include information about **Trade and Certificate Programs**.
 - iii) It is critical **to integrate efforts with K-12 education** to prepare youth to be college-ready.
 - iv) Various current efforts are effective, and their offerings should be expanded.
 - (1) Examples of frequently mentioned programs include **AB288's Dual Enrollment** and **AB 1451 Concurrent Enrollment**. AB288 is the law that allows students who have not yet graduated from high school to take college classes before they graduate. Concurrent Enrollment or AB1451 allows students to be dually enrolled at their high school and a community college.
 - (2) Several of the forums' attendees, including high school students, acknowledged the importance of these opportunities towards their college and career preparedness.
 - (3) Consider starting a program modeled after one in Bakersfield where **High School Seniors** can **graduate** with **Associates Degrees**. Locally, the Gilroy Early College Academy at Gavilan College is another model where graduates receive both a High School diploma and Associates Degree.
- 4) MAKING COLLEGE ACCESSIBLE
- a) Break Down Barriers, Support Student Success
 - i) It **should be easy** for youth (and others) to attend college; continue to focus on breaking down barriers and supporting student success.
 - ii) The **MST passes** are highly valued and encouraged to continue as a way of providing accessible transportation.
 - iii) Comprehensive **general education classes** should be available at all outreach centers; the format of these classes can vary, including in-person and distance learning. The offerings must be diverse so they can acquire the required general education units in a short amount of time.
 - iv) Offer various **modalities for learning**, including virtual curriculum.
 - v) **Upper-level classes** should be available at all outreach centers; the format of these classes can vary, including in-person and distance learning. (Priority)
 - vi) Other Programs
 - (1) Learning doesn't stop at 18 or 22. In addition to a focus on degrees, certifications, and job-readiness, there is also a recognition of the **importance of lifelong learning** for ongoing job improvement and the quality of life.
 - (2) This may include:
 - (a) Weekend certificate programs. Examples include leadership, office management, non-profits, green industry, advocacy, etc.

- (b) Entrepreneurship Programs
 - (c) Speaker series
 - (3) It is crucial to make it easy for **non-traditional populations** to become students.
 - vii) **Student resources** should be available at each of the campuses to support student success.
- 5) KEEP STUDENTS IN COLLEGE ONCE THEY ARE THERE
- a) It is important that students stay in college and if they dropout, Hartnell College understands why and further helps to reduce any identified barriers.
 - b) Cohort models should be continued and expanded as they support retention.
- 6) PREPARE COLLEGE STUDENTS FOR CAREERS
- a) Work-Based Learning
 - i) Students will be better prepared for careers if they have related **work-based learning opportunities like internships**.
 - ii) Offer **internship and job placement support services** in all of the campus outreach centers.
 - b) Awareness of Varied Career Opportunities
 - i) There are many different job categories in industries. Youth must be:
 - (1) Aware of the **varied career opportunities** (parents need to understand also).
 - (2) Have **relationships with industry partners** (work-based learning opportunities in High School and College).
 - (3) **Understand** what it takes to enter careers.
 - (4) **Examples of industries** include administrative justice, agriculture (including sustainable agriculture), computer technology, education, healthcare, the non-profit sector, and the public sector; all areas geared toward the modern global economy.
 - c) Basic Skills
 - i) In today's work environment, all students need **basic transferable skill sets**.
 - (1) One such skillset is the ability to use basic **Microsoft Office Programs**.
 - d) Re-Training
 - i) Many adults in careers need **strategic re-training** to gain new skills for their industry.
 - e) Vocational
 - i) **Expand** the number and strengthen **trade** and **certificate programs**
 - ii) There is a need for a wider pool of construction workers
 - f) Bachelor's Degree Potentials
 - i) There are two particular industries with opportunities for Hartnell College to develop unique and integrate **Bachelor's Degree Programs: Food Safety** and **Automation**.
 - g) Job Placement opportunities
 - i) Once students graduate, they may need support in **finding a job** that meets their skillsets.
- 7) Continue to engage these communities, turning conversations into action.

- 8) Hartnell College will become a **destination college** for Food Safety and other specialty programs.
- 9) Everyone will be talking about Hartnell College.

REGIONAL FINDINGS: KING CITY

- 1) STOP BRAIN DRAIN (IMPACT)
 - a) The community wants its **youth to stay or return home after college** and to find **rewarding careers in South County**.
 - b) The **brain drain in King City will lessen** as a result of the expanded and new outreach centers in South County.
 - c) Youth will **come home to serve their community, helping the economy and culture**.
 - d) There will be a **higher percentage** of students with either **industry-recognized certifications, specialty skills, or degrees** increasing the level of talent in the local employment pool.
 - e) The increased capacity in the labor pool **may attract more business to the region**.
- 2) PREPARE YOUTH FOR COLLEGE AND CAREER WHEN THEY ARE YOUNG (in K-12)
 - a) Career Pathways
 - i) South Monterey County Joint Union High School District (K-12) is starting to build **career pathways** "like crazy."
 - ii) **Hartnell College and local industry partners should integrate** more with the District to help prepare youth to be college and career ready.
 - iii) K-12 students should **become familiar with all of the varied opportunities in local industries**.
 - iv) A **dashboard for students in 10th, 11th, and 12th grades would be able to show their progress and next steps** towards college preparedness.
 - v) High school students' access to **Dual and Concurrent Enrollment** is vital and should continue to grow.
 - vi) Expand **work-based learning opportunities** like career panelists, visiting a worksite, and internships during high school.



3) MAKE COLLEGE ACCESSIBLE

- a) It should be **easy for students to attend** Hartnell College.
- b) **Barriers** should continue to be **reduced or eliminated**.
- c) Students should have **access** to the **resources** needed for student success.
 - i) A **student success center** should be available with the intention of helping retain students through graduation and transition to career or further education.
 - ii) Transportation:
 - (1) One important element of supportive services is **transportation**.
 - (2) The free **MST bus passes** have been beneficial and should continue.
 - (3) **Add a shuttle** between King City and Soledad campuses.
- d) Coursework Format
 - i) Organize learning so students **can complete all of their coursework on the King City (or South County) campus/es**.
 - ii) The **two South County centers should complement each other**, and students should not have to go to Salinas.
 - iii) Comprehensive **general education classes** should be available at all outreach centers.
 - iv) Additionally, **upper level classes** should also be available.
 - v) The **modalities of these classes can vary**, including in-person and distance learning.
 - vi) Offer **combined dual degree programs** and **meta majors** such as healthcare and engineering. (Meta majors are collections of academic majors that have related coursework.)
- e) Adult Education
 - i) With the changing work environment, there needs to be **more Adult Education** - offered in both **Spanish and English**.
 - (1) Adult education should include **enrichment and skill attainment**.
 - (2) The **traditional adult education model** needs to change to a model of **lifelong, ongoing improvement**.

4) PREPARE COLLEGE STUDENTS FOR CAREERS

- a) Transferable Skills
 - i) The jobs of the future haven't been invented, so all students must **learn transferable skills**.
 - ii) Some of these skills include **critical thinking, how to learn, how to solve problems, how to communicate**, and skills that can be obtained and supported through **work-based learning** opportunities like internships.
 - iii) All students should have experience in basic **Microsoft programs**, especially Excel, Word, and PowerPoint.
 - (1) One employer in a healthcare laboratory shared a story about a "highly adept" university student that lacked enough basic Excel skills for proper data analysis.
- b) Certifications and Skillsets

- i) **Not all students need a traditional degree** to be career-ready.
- ii) Some students need trade and **industry-recognized certifications** and **skillsets**.
 - (1) Consider providing access or expand the issuance of these **certifications**.
 - (2) **Partnerships** with other education programs may help fill some of this need.

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c) Learn about Careers

- i) Students should have opportunities to **learn about** all of the **varied career options** available in local industry sectors.
 - (a) As an example, the healthcare sector not only needs nurses and doctors; the industry also needs accountants, home healthcare aides, information technologists, lab technicians, medical assistants, pharmacists, sonographers, transcriptionists, and more.
 - (2) Some of the key local industries with varied career opportunities are administrative science, agriculture, computer science, education, healthcare, law, public entities, mechanical engineering, and science.

d) Work-Based Experience

- i) To be ready for work, all students should have **real-world work-based experience**.
- ii) **Internship placement services** should be available to all students.
- iii) Industry and youth also expressed the need to **expand and access work-based learning opportunities** like career panelists, worksite tours, and internships.

(i) Familiarity with Sectors and Careers

- i) There are a lot of **different types of careers** in each of the larger sectors.
- ii) Hartnell College's educational opportunities should **meet those local needs, providing additional career pathways**.
- iii) **Integrating industry partners in the pathways** will help students be successful and better prepared to meet industry needs.
- iv) **Examples** of pathway industry partners include agriculture, public safety/California Highway Patrol, local fire departments, Mee Memorial Hospital, and other healthcare businesses, Monterey County Behavioral Health and other divisions, and tourism partners. The specific industries, and in some cases, careers that are relevant locally:
 - (1) Administration of Justice
 - (2) Agriculture
 - (a) Ag Tech
 - (3) Engineering
 - (4) Environmental Health
 - (5) Healthcare
 - (a) Behavioral Health
 - (b) Clinical Lab Scientists (CLS)
 - (c) Community Health Worker
 - (d) Sonographers
 - (e) Technicians – Healthcare
 - (f) Telemedicine
 - (6) Law - Legislative, Policy, Healthcare Policy, Politics, Business
 - (7) Science
 - (a) Microbiologist - Hartnell to CSUMB (make sure microbiology classes are offered)

- (8) Public Entities (including Public Safety)
 - (a) Police Academy
- (9) Technology
- (10) Tourism / Hospitality

5) ATTENDEE RESPONSE

- a) The information provided by Hartnell College was **enthusiastically received**, and the ideas from participants shared openly and generously.
- b) Attendees want to **continue as partners** in the program design process and invite others to participate as well.
- c) The attendees were so engaged and excited about the projects and conversation that they **voluntarily stayed** after a 1.5-hour meeting (into their evening) to continue talking.
- d) The forum's enthusiasm, productive dialogue, and expressed interest in further engagement is **very positive**.

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REGIONAL FINDINGS: SOLEDAD

1. STOP BRAIN DRAIN (IMPACT) 🇺🇸

- a) According to the Soledad Community Forum attendees, the new Hartnell College Soledad campus outreach center will have **varied positive impacts for students, industry, and the community:**
 - i) The **brain drain** will **lessen**.
 - ii) **Youth** will **come home** to serve their community.
 - iii) There will be **good-paying jobs**.
 - iv) The **economy** will be **vibrant**.

2. PREPARE YOUTH FOR COLLEGE AND CAREER WHEN THEY ARE YOUNG (in K-12)

- a) Included in K-12 Curriculum and Integrated
 - i) For youth to be ready for college, **K-12 college and career preparation** experiences need to be **integrated**, including **Hartnell College** and **local industry partners**.
 - ii) K-12 students should have **a realistic vision of available career opportunities** and what it takes to get these jobs.
 - iii) Offer **Panther Prep** on the local campus, so students understand what their lives will be like after high school.
 - iv) Provide students (and their parents) with a comprehensive explanation of **financial aid** and other critical financial literacy/resources.



- b) Parent Engagement
 - i) **Parents are integral** in youth's lives, and in some cases, these youth may be the first in their family to attend college.
 - ii) Often the **family's resistance** to college or lack of awareness of opportunities may be barriers to a youth's attendance.
 - iii) It's essential to have **parents more involved** and educated about college and career experiences.
- c) Continue/Expand K-12 Programs
 - i) **Western Stage Theater** for younger youth (ages 10-13).
 - ii) AB288 **Dual Enrollment** and AB1451 **Concurrent Enrollment**.

3. MAKE COLLEGE ACCESSIBLE

- a) Once in college, it should be **easy** for students to attend Hartnell College.

- b) **Barriers** should continue to be **reduced or eliminated**.
 - c) Students **should have access to the resources** needed for student success on the Soledad campus.
 - i) Transportation
 - (1) The college's provision of free **MST bus passes** has been beneficial, and there should be expanded transportation options.
 - ii) Child Care
 - (1) Another barrier to attendance is child care; consider offering child care at the outreach center or **access to child care services** through community partnerships.
 - iii) Debt-Free
 - (1) Hartnell College has made significant strides **in lessening the financial burden** of college students.
 - (2) A continued goal should be **debt-free graduates**, with Hartnell paying for two years through the **Salinas Valley Promise Program (“The Promise”)**.
 - (a) *The Promise* is a **cohort model of study**, including industry and community mentorship, a leadership institute, and laptops for students.
 - (b) The program is connected strategically **to high school dual enrollment**.
 - (3) **Less expensive textbook options** remain critical to student success.
 - iv) Various Forms of Support
 - (1) Students need **multiple forms** of support to be successful.
 - (2) Consider co-locating **social services** at the campuses to provide ease of access to resources.
 - (3) Students and the community-at-large stated they need **academic counseling** and **social-emotional counseling**.
 - d) Coursework Format
 - i) Students should be able to **complete all of their coursework** on the Soledad (or South County) campus/es.
 - ii) The two South County centers should **complement each other**, and students should not have to go to Salinas.
 - iii) **The format** of these classes **can vary**, including in-person and distance learning.
 - e) General Education
 - i) Comprehensive and transferable **general education classes** should be available at all outreach centers.
4. PREPARE COLLEGE STUDENTS FOR CAREERS
- a) For students to be career-ready, they need to have **a better understanding** of what **careers** are available, and the preparation required.
 - b) Basic Skills
 - i) All students should possess **basic, transferable skills**, including:
 - (1) **Communications** and **public speaking**.
 - (2) **Coding**.

- (3) Use of **apps**.
 - (4) **Financial literacy**.
 - (5) **Microsoft programs**: Excel, Word, and PowerPoint.
 - ii) Access to **English as a Second Language (ESL)** classes.
 - iii) Ability to earn a GED.
5. Certifications and Other Non-Degree Options
- a) Not all students need a traditional degree to be career-ready. Some need **trade** and **vocational certifications** and **skillsets**, as well as industry-recognized certifications.
 - i) Consider providing **access to** or expand the issuance of these **certifications** as well.
 - ii) **Partnerships** with other education programs may help fill some of this need.
6. Industry Involvement
- a) It is imperative for **industry to be involved** in the programming and have **connections with students**.
 - i) One idea is to offer **presentations** from speakers from multiple sectors and jobs.
7. Work-Based Experience
- a) **Real-world work-based experience** is essential in today's market.
 - b) Provide **internship placement services**, including more STEM and research internships.
 - c) The **internship model** can be **varied**, incorporating pre-apprenticeships, apprenticeships, micro-internships, and service-learning (new).
8. Integrate with Local Industries
- a) There are a lot of **different types of jobs** in each industry sector. Hartnell College's **educational opportunities should meet those local needs**, providing career pathways.
 - b) **Integrating industry partners in pathways** will help students be successful and better prepared to meet industry needs.
 - c) The specific industries, and in some cases, careers that are relevant locally:
 - i) Administration of Justice
 - ii) Agriculture
 - (1) Ag Tech
 - (2) Enology
 - (3) Food Safety Program (new-degree but not certificate)
 - (4) Horticulture
 - (5) Livestock (Animal Science)
 - (6) Viticulture
 - (7) Other agriculture career areas
 - iii) Art
 - iv) Automotive
 - (1) Diesel Mechanics
 - v) Business
 - (1) Economics
 - vi) Computer Science
 - (1) CSin3 increase to other regions

- vii) Education
 - (1) Training for Teachers in Special Needs
 - viii) Engineering
 - (1) Robotics
 - ix) Healthcare
 - (1) Nursing
 - x) Non-Profits
 - xi) Public entities (including Public Safety)
 - xii) Psychology
 - (1) Social Work
 - xiii) Science
 - (1) General Science
 - xiv) STEM
 - xv) Sustainable Energy & Environment
 - (1) Solar - renewable energy efforts or new buildings
 - (2) Water Wastewater Certification Program
9. **Additional program elements** that could make Hartnell College more accessible and attractive for students include:
- a) **More diverse opportunities** for all students.
 - i) Examples of this include **more electives and study abroad programs.**
 - ii) **Continue and expand 2-year curriculums that are stepping stones to the UC and CSU systems.**
 - iii) Offer a **2+2 program** could where students never have to leave Soledad or South County - especially for education.
 - b) **Unique Needs**
 - i) There are populations of students with **unique needs**; incorporate these needs into programming development.
 - (1) Youth with **special needs** should also have opportunities to succeed at Hartnell, including offering art for special needs students.
 - (2) **Undocumented, formally incarcerated, and non-traditional students** all need customized support, as well.
 - (3) **Emergency support for homeless students** needs to be continued and to be better communicated.
 - c) **Parents Need Support Too**
 - i) **Parents** of college students **need support too.**
 - (1) **Parent workshops, classes, and open space** may help them better understand and feel comfortable with the process.
 - (2) Offer **bilingual delivery in English/Spanish.**

REGIONAL FINDINGS: NORTH COUNTY

1. STOP BRAIN DRAIN (IMPACT) 📍

- a) The North County Forum's attendees shared a vision:
 - i) The **brain drain** in northern Monterey County will **lessen** because of the creation of the outreach center.
 - ii) The **youth will stay or come home to serve their community** after college.
 - iii) The **economy and culture will be enhanced**.

2. COMMUNITY HUB

- a) North County is very rural and geographically vast; this campus could become the **community hub**.

- i) More than the other communities, the North County group sees the potential of their **outreach center as a hub of the community**. Additionally, members stated the community lacks pharmacies, parks, fresh fruit and vegetables, and recreational swimming pool and hopes Hartnell can help give support to these identified needs.

- b) This space could be a **shared venue** where **community events occur**, and other community partners can offer classes and workshops.
- c) There could also be a **shared space** for **non-profits** to offer **co-located services** for the local community.



3. PREPARE YOUTH FOR COLLEGE AND CAREER WHEN THEY ARE YOUNG (in K-12)

- a) **Hartnell College and local industry partners should coordinate** with the **North Monterey County Unified School District** to help youth be college and career ready.
- b) Youth don't always understand what their parents or other community members are doing while at work, and **work-based learning** can provide insight.
- c) **K-12 students** should **become familiar** with all of the **varied opportunities** in local industries through integrated curriculum from kindergarten through graduation.
- d) There need to **be local educational partnerships** not only with Hartnell College but also with industry and non-profits, from elementary school through graduation.
- e) **Community partners** should be **building relationships early and often**.
- f) Engage Parents
 - i) **Parents are integral in these youth's lives**; these children may be the first to attend college in their family.

- ii) Often the **family's resistance to college** or lack of awareness of opportunities may be **barriers** to attendance.
 - iii) There was a story shared of a local boy who was accepted to Stanford, but his family didn't want him to leave home. (In the end, he went to Stanford.)
4. Specific K-12 Programs to Continue and Grow
- a) Some of the specific K-12 programs that should be continued and expanded include:
 - i) **Western Stage Theater** for 6th and 8th graders (10-13).
 - ii) **Coder Dojo**.
 - iii) **AB288 Dual Enrollment** and **AB1451 Concurrent Enrollment**.
 - (1) Several attendees were high school students. They pointed out the **importance of the dual enrollment program** and that these opportunities should continue to be available during school hours because many students work after school.
 - (2) Ensure that high school students that are taking classes at the main Hartnell campus receive bus passes too.
5. Strong Relationship between Hartnell College and High School Students
- a) **Continue and expand Hartnell College's outreach** with high schools, so that the relationship between the College and the students strengthens.
 - i) By doing this, the College will help to **reduce the intimidation level** of college and make it friendly, accessible, and positive.
 - b) There could be a **county-wide career** day to help familiarize high school students with college and career opportunities. In addition to high school students, Hartnell College should engage parents early and regularly both in English and Spanish.
6. PREPARE COLLEGE STUDENTS FOR CAREERS
- a) Career Exposure
 - i) In Castroville, there was a perception that youth need more career exposure.
 - ii) It is imperative for **industry to be involved** in the programming and have **connections with students**.
 - iii) Students need to **understand the pathway to jobs**.
 - iv) Local businesses need to **integrate their talent acquisition pathway** with the College.
 - (1) One idea is to **offer workplace tours**, both for high school and college-age students.
 - (2) The specific local industries and specialties include:
 - (a) Agriculture
 - (i) Food Safety - Scientist / Research
 - (ii) Plants Science Research
 - (b) Automotive/Mechanics
 - (i) Experts in a Mechanics (need simulator)
 - (ii) Experience for Truck Drivers: need simulators (Hartnell College will be getting simulator for heavy trucks at its Alisal campus)
 - (c) Computer Science - CSin3

- (d) Education:
 - (i) Teacher
 - (ii) Training for Teachers on Special Needs
- (e) Energy and Resources
 - (i) Solar - renewable energy efforts or new buildings
 - (ii) Water- Wastewater Certification Program
- (f) Entrepreneurship
 - (i) Entrepreneurship: more of a pathway for entrepreneurship
- (g) Healthcare
 - (i) Nursing Education
- (h) Non-Profit Pathway
- (i) Public Service Pathway
- (j) Social Sciences
 - (i) Economics
 - (ii) Psychology
 - (iii) Social Work
- (k) Science
 - (i) General Science
 - (ii) Marine Mammal (include in next meeting)
- (l) STEM
 - (i) Robotics



- b) Work-Based Learning Experience
 - i) **A real-world work-based learning experience** is essential in today's market. Job shadowing, mentoring, and internship programs should all grow.
 - (1) An industry member in Agriculture commented that **internships are critical** both in high school and college.
 - (2) Provide **internship placement services**, in partnership with other job support partners (CTE, Grower- Shipper, El Pajaro CDC, MBEP, and others).
 - (3) The **internship model can be varied**, incorporating pre-apprenticeships, apprenticeships, micro-internships, and service-learning (new).
- c) Basic Skills
 - i) There are also **basic, transferable skills** that all students should possess, including critical thinking skills and how to learn.
- d) General Education:
 - i) Comprehensive and transferable **general education classes** should be available at all outreach centers; the format of these classes can vary, including in-person and distance learning.
- e) Resources
 - i) **Each campus should offer resources** to support student success.
 - (1) Transportation

- (a) One element of supportive services is **transportation**.
 - (b) The College's provision of **free MST bus passes** has been beneficial, and there should be expanded transportation options.
 - (c) Because North County is so geographically expansive, there **may need to be additional positive transportation options** to get individuals to the local and main campuses.
- (2) Wi-Fi
- (a) Another issue is **Wi-Fi**, many students may not have access to the internet at home, so it must be available on campus.
- f) Other Special Programs:
- i) Expand the **WELI: Women's Education and Leadership Institute** and **MILE: Men's Institute for Leadership and Education** programs **to North County**.

7. MAKE COLLEGE ACCESSIBLE

- a) It should be **easy** for students to attend Hartnell College.
- b) **Barriers** should be **reduced** or eliminated.
- c) **Coursework** and **related experiences** should be **relevant** and industry-aligned.
- d) Students should have **access to the resources** needed for student success on the North County campus.
- e) Continue **to engage the North County community** and build bridges early - this includes during the planning process and in an ongoing relationship. Continue to identify what works and does not in each community.
- f) Partnerships
 - i) Although partnerships are vital in all communities, **North County is situated in a unique area** that is geographically vast and at the same time, connected with schools and non-profits in another county. The campus location in un-incorporated Castroville inherently lacks some of the services the community is craving, so the community is looking to the campus center to help anchor or support these services.
 - ii) **Ongoing coordination and integration of efforts** and assets are imperative. Some of these partners and assets include:
 - (1) Regional Educational Institutions
 - (a) CSUMB
 - (b) Tri-county colleges collaboration of Cabrillo College, Monterey Peninsula College, and Gavilan College
 - (2) Monterey Bay Economic Partnership
 - (a) Monterey Bay Career Connect
 - (b) El Pajaro CDC
- g) Recommendations into **further exploration of new geographic opportunities** to seek input include:
 - i) Marina
 - ii) Prunedale
 - iii) Moss Landing
 - iv) Pajaro

REGIONAL FINDINGS: GONZALES

1. STOP BRAIN DRAIN (IMPACT) 🇺🇸
 - a. Gonzales sits in an idyllic location, 15 miles from both the Salinas main campus and the Alisal education center, and 10 miles from Soledad's soon to be constructed education center. According to the attendees, the new Hartnell College Soledad campus outreach center and the expanded King City center will have **varied positive impacts for students, industry, and the community:**
 - i. There will be **equitable access** to all students.
 - ii. More students will complete their **degree or certification**.
 - iii. Businesses will have the **talented workforce** they need.
 - iv. There will be **more jobs**, and these jobs will **pay well**.
 - v. The **brain drain** will **lessen**.
 - vi. **Youth** will **come home** to serve their community.
 - vii. The Salinas Valley will be the **best-educated rural community in the United States**.
 - viii. The **economy** will be **vibrant**.
 - ix. There will be a **better quality of life** for our community.
2. PREPARE YOUTH FOR COLLEGE AND CAREER WHEN THEY ARE YOUNG (in K-12)
 - a. Continue to **engage K-12** and **municipalities**.
 - b. Work with community partners, especially banks and hospitals, to **provide College Savings Accounts (CSA's) for babies** at birth.
 - c. Include **integrated college and career preparation in K-12** Curriculum.
 - i) **Share facilities** (especially science labs) with High Schools.
 - ii) Provide **early introduction to STEM** earlier in K-12.
 - iii) Provide students (and their parents) with a comprehensive explanation of **financial aid** and other critical financial literacy/resources.
 - d. Increase recruitment and outreach.
 - i) **Parent Engagement**
 - (1) It's essential for **parents to be more involved** and educated about college and career experiences. Include instructors and industry members in this outreach.
 - ii) **Outreach** to high school students.
 - (1) Host **college fairs**.
 - e. Continue/Expand K-12 Dual and Concurrent Enrollment Programs.
 - i) AB288 **Dual Enrollment** and AB1451 **Concurrent Enrollment**.
 - ii) **Alternate offerings** so students can maximize their credit attainment.
 - iii) **Promote** concurrent enrollment more.
3. MAKE COLLEGE ACCESSIBLE
 - a. Hartnell should **be accessible to all** Salinas Valley youth and returning or new adults who are inspired to pursue higher education or continued job training.

- b. Once in college, it should be **easy** for students to attend Hartnell College.
 - c. **Barriers** should continue to be **reduced or eliminated**, including obstacles for low-income and non-traditional students.
 - d. Students **should have access to the resources** needed for student success and to complete their degree or certification.
 - i) Transportation
 - (1) The college's provision of free **MST bus passes** has been beneficial.
 - ii) Debt-Free
 - (1) Hartnell College has made significant strides **in lessening the financial burden** of college students.
 - (2) A continued goal should be **debt-free graduates**, with Hartnell paying for two years through the **Salinas Valley Promise Program (“The Promise”)**.
 - (a) *The Promise* is a **cohort model of study**, including industry and community mentorship, a leadership institute, and laptops for students.
 - (b) The program is connected strategically **to high school dual enrollment**.
 - (c) The **City of Gonzales fiscally supports** the Salinas Valley Promise Program.
 - iii) Various Forms of Support
 - (1) Students need **multiple forms** of support to be successful.
 - (2) Consider co-locating **social services** and **social-emotional counseling** at the campuses to provide ease of access to resources.
 - e. Coursework Format
 - i) **The format** of classes **can vary**, including in-person and distance learning.
 - (1) **Increase interaction** between students and teachers.
 - f. General Education
 - i) Offer comprehensive and transferable **general education classes** at all outreach centers.
 - g. Transferable Credits
 - i) Provide transferrable credits in centers.
 - h. Lifelong Learning
 - i) Provide education and training to community members.
 - ii) Provide enrichment and skill-based education.
 - iii) Provide training to incumbent workforce
 - i. Provide educational opportunities for students with special needs
 - j. Provide professional development opportunities
 - i) Connect technical training with ESL
 - k. Provide education readaptation for ex-convicts and others who are being rehabilitated from severe life issues.
4. PREPARE COLLEGE STUDENTS FOR CAREERS
- a. Certifications and Other Non-Degree Options

- i) Not all students need a traditional degree to be career-ready. Some need **trade** and **vocational certifications** and **skillsets**, as well as industry-recognized certifications.
 - (1) Consider providing **access to** or expand the issuance of these **certifications** as well.
 - (2) **Partnerships** with other education programs may help fill some of this need.
- 5. Industry Involvement
 - a. It is imperative for **industry to be involved** in the programming and have **connections with students**.
- 6. Affordable Housing
 - a. Advocate for affordable housing opportunities, it is critical for successful careers.
- 7. Career Pathways
 - a. Pathways in education and agriculture.
- 8. Work-Based Experience
 - a. **Real-world work-based experience** is essential in today's market.
 - b. Provide **internship placement services**, including more STEM and research internships.
 - c. The **internship model** can be **varied**, incorporating pre-apprenticeships, apprenticeships, micro-internships, and service-learning (new).
- 9. Integrate with Local Industries
 - a. There are a lot of **different types of jobs** in each industry sector. Hartnell College's **educational opportunities should meet those local needs**, providing career pathways.
 - b. **Integrating industry partners in pathways** will help students be successful and better prepared to meet industry needs.
 - c. Work with local industry to **mentor students in career pathways**.
 - d. Here are some specific industries, and in some cases, careers that are relevant locally:
 - i) Agriculture
 - (1) Ag-Tech.
 - (2) Viticulture.
 - ii) Education
 - (1) Including training for Teachers in Special Needs.
 - iii) Healthcare
 - (1) Nursing.
 - iv) Entrepreneurship.
 - e. Provide strategic re-training for the current workforce.
- 10. **Maintain a strong connection after graduation – with both older and more recent alumni.**
 - a. The older alumni can be engaged in a mentorship relationship with more recent alumni.
- 11. **Additional program elements** that could make Hartnell College more accessible and attractive for students include:
 - a. **More diverse opportunities** for all students.
 - i) Examples of this include sponsored Washington DC trips.

- ii) Continue to offer and expand a **2-year curriculum as a stepping stone before the UC and CSU** systems.
- b. Unique Needs
 - i) There are populations of students with **unique needs**; incorporate these needs into programming.
 - (1) Youth with **special needs** should also have opportunities to succeed at Hartnell, including offering art for special needs students.
 - (2) **Undocumented, formally incarcerated, and non-traditional students** all need customized support, as well.
- c. Expand Hartnell College Profile
 - i) **Share the impact** that Hartnell College is making in the **national media**.

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REGIONAL FINDINGS: GREENFIELD

2. STUDENT SUCCESS = REGIONAL ECONOMIC DEVELOPMENT (IMPACT) .

The Greenfield Forum's attendees shared a ten-year vision with an overarching commitment to student success and resulting in the following:

- a. There will be a **shift in mindset** that **higher education** is not only accessible but **the norm**.
- b. There will be an **increase** in the **number of students** who **pursue a higher degree**.
- c. Because of the quality of the programs offered at Hartnell College and the resulting career readiness of the students, **more businesses** will want to **locate** in **Monterey County**, and there will be **more well-paying jobs**.
- d. This area will be a **hub for more national** and **global industries**.
- e. **Graduates** will have **greater options** to **live fulfilling lives here**, including better jobs, a home they can afford, and an opportunity to raise a family locally. Or if graduates choose to move out of the area, their education and experience will provide them with the **skillset needed to be successful in the world**.

3. STOP BRAIN DRAIN (IMPACT) .

- a. The **brain drain** in Greenfield will **lessen** because of the creation of the improvements in the main campus, expansion of the King City Center, and construction of the Soledad Center.
- b. The **youth will stay or come home** to **serve their community** after college.
- c. The **economy and culture will be enhanced**.

4. PREPARE YOUTH FOR COLLEGE AND CAREER WHEN THEY ARE YOUNG (in K-12)

The Greenfield group believes that student success at a college level begins early in K-12 with considerable focus on preparing youth when they are in high school.

- a. **Hartnell College** and **local industry partners** should continue and strengthen **coordination** with the **South Monterey County Joint Union School District** and **Mission Trails ROP** to help youth be college and career ready.
- b. **High School students** should **become familiar** with the requirements of college and **varied career opportunities** along with corresponding career pathways.
 - i) **Expose 9th & 10th graders** to this information.
 - ii) Include information about **Trade** and **Certificate Programs**.
- c. **AB288 Dual Enrollment** and **AB1451 Concurrent Enrollment**.
 - i) Dual enrollment is **significant**.
 - ii) Consider starting a program modeled after one in Bakersfield where **High School Seniors** can **graduate** with **Associates Degrees**.
- d. Career Pathways
 - i) Begin **career pathways** in **High School** including, Fire, Medical, Non-profits, and more.
- e. Career Fairs

- i) **Host regular career fairs** at all of the centers and the main campus.
 - f. Engage Parents
 - i) Parents must receive **education** in all aspects of **college, pre-college opportunities,** and **career preparation.**
5. KEEP STUDENTS IN COLLEGE ONCE THEY ARE THERE
- a. The importance of continued retention efforts was a theme in this group.
 - b. Cohorts
 - i) One program model that will support retention is cohorts.
 - ii) There are currently cohorts offered in those involved in the Salinas Valley Promise Program, WELI, and MELI programs.
 - c. Actively reach out to dropouts to find out why.
6. PREPARE COLLEGE STUDENTS FOR CAREERS
- a. In Greenfield, there was a perception that youth need more career exposure and to better **understand the pathway to jobs.**
 - i) **Coursework** and **related experiences** should be **relevant,** and industry aligned.
 - ii) Educate **college students** and **their parents** on the **pathways.**
 - iii) Important Pathways:
 - (1) Automation
 - (2) Construction Industry
 - (a) General construction
 - (b) Project Management
 - (c) Architecture
 - (d) And more
 - (3) Entrepreneurship
 - (4) Education (Teacher)
 - (5) Fire
 - (6) Information Technology
 - (7) Medical
 - (8) Sustainability/Green Careers
 - b. Vocational
 - i) **Expand** the number and strengthen **trade** and **certificate programs**
 - ii) There is a need for a wider pool of construction workers
 - c. Bachelor's Degree Potentials
 - i) There are two particular industries with opportunities for Hartnell College to develop unique and integrate **Bachelor's Degree Programs: Food Safety** and **Automation.**
 - d. Work-based Learning Experience
 - i) **A real-world work-based learning experience** is essential in today's market. Job shadowing, mentoring, and internship programs should all grow.
 - ii) Mentorships and **internships are critical** both in high school and college.
 - e. Job Placement opportunities

- i) Once students graduate, they may need support in **finding a job** that meets their skillsets.

7. MAKE COLLEGE ACCESSIBLE

- a. It should continue to be **easy** for students to attend Hartnell College.
- b. **Barriers** should be **reduced** or **eliminated**, including maintaining the affordability through programs like the Promise Program.
- c. Having centers in the cities surrounding Greenfield helps students attend classes.
- d. Modalities
 - i) Offer various **modalities** for **learning**, including virtual curriculum.
- e. Upper-Level Classes:
 - i) **Upper-level classes** should be available at all outreach centers; the format of these classes can vary, including in-person and distance learning. (Priority)
- f. Other Programs
 - i) Offer weekend certification programs
 - (1) Examples include leadership, office management, non-profits, green industry, advocacy, etc.
- g. Partnerships
 - i) **Collaborate** with and **support transfers to 4-year institutions**.
- h. Support all students.
 - i) One participant believed female students are the future.
 - ii) Others recognized the importance of male students as well.
 - (1) Young men may not feel they have the same opportunities or paths as a lot of women. They need attention too - beginning in High schools.
- i. Students need supportive **resources** to be successful
 - i) **Each campus should offer resources** to support student success.
 - ii) Transportation
 - (1) One element of supportive services is **transportation**.
 - (2) The College's provision of **free MST bus passes** has been beneficial, and there should be expanded transportation options.
 - iii) Housing
 - (1) Hartnell College should investigate the **role housing plays in student success**
 - iv) More **early childhood education**.
 - v) More **after-school programs**.
- j. Non-Traditional Populations
 - i) It is crucial to make it easy for **non-traditional populations** to become students.
 - ii) These populations include **adults returning to college, older adults that are new to college, and high school dropouts**.
 - iii) Non-traditional students should know pathways and feel comfortable attending college.
 - iv) There should be outreach efforts to these populations to engage them.
- k. Offer a required course in **local economic impact**, including the impact of hiring local.
- l. Lifelong Learning

- i) Learning doesn't stop at 18 or 22. In addition to a focus on degrees, certifications, and job-readiness, there is also a recognition of the **importance of lifelong learning** for ongoing job improvement for the incumbent workforce as well as for quality of life.
- ii) This may include:
 - (1) Weekend certificate programs (mentioned above).
 - (2) Entrepreneurship Programs
 - (3) Speaker series
 - (4) Leadership and economic with connection to financial management

8. Ongoing Engagement

- a. Continue to **engage the Greenfield community and consider offering forums in Spanish.**

9. Hartnell College's Reputation and Messaging

- a. Hartnell College will become a **destination college** for Food Safety and other specialty programs.
- b. Everyone will be talking about Hartnell College.
 - i) There will be **improved communications** and **messaging** about all of the positive programs and impacts.

DRAFT



CLOSING

The attendees of the five *Measure T Bond Community Forums* shared their commitment to the importance and potential of the new and expanding outreach centers. They believe in the power of education. They believe in the possibility of their community's youth when given the right opportunities. They believe in the importance of offering K-12 students' multiple pathways, integrated with local industry, community-based partners, and Hartnell College, to prepare for college and career – from a young age, as early as birth (as identified in the Gonzales forum). With all forums, it starts with engaging and educating parents on educational and career possibilities. They also consistently believe in Hartnell College's role in helping students succeed.

Forum attendees envision communities where their youth come home to serve their community, helping the economy and culture. They see an increased local talent pool, more people with industry-recognized certifications, specialty skills, or degrees. In turn, the increased capacity in the labor pool will attract more businesses with higher paying wages to the region.

They were extremely appreciative of all that Hartnell College does now, excited about the potential, and looking forward to future engagement.

As of this report update, there will be a future version with results from a February 2020 Salinas Meeting. A special thank you to the voters who passed Measure T, our Salinas Valley Five Cities partners, and the community who has helped shaped the narrative of this report.