

Adult Literacy in Monterey County

Baseline Data for Literacy Indicators

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Adult Literacy in Monterey County: Literacy Initiative Baseline Indicators Report

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Introduction

This report provides an overview of the current status of adults in Monterey County on issues related to literacy. It was initiated in the summer of 2006 by the Community Foundation for Monterey County, for the purpose of developing a baseline of data on the indicators it established for its Literacy Campaign. Using the most recent data available, this report provides a snapshot of a series literacy related indicators for the county that can be tracked and monitored over time to gauge the changes in the status of literacy in the community. By charting the current status along this series of indicators, we can identify areas of need to focus initiative funding, identify areas of progress, and identify areas that continue to present challenges.

This report is organized into sections that correspond to each of the 7 priority indicators of the Literacy Initiative. In each section, the data elements related to that particular indicator are presented and summarized with a brief narrative. In addition, the initial sections of the report present a number of data elements on the demographic, economic, and language characteristics of Monterey County residents. These data elements are presented in order to assist in understanding the community context that shapes the status and trends of the literacy levels of young adults in Monterey County.

Methodology and Data Limitations

To conduct this study, the researchers relied principally on a number of existing secondary data sources. In addition, researchers contacted a number of local programs in order to inquire about the availability of potential data elements as well as insight into other possible data sources. These sources included data from federal (e.g. U.S. Census), state (e.g. California Department of Education), and local government (e.g. Monterey County Department of Social and Employment Services) agencies; local service providers, and local research studies conducted recently (e.g. Kindergarten Readiness Assessment).

In reading this report and reviewing the data it is important to keep in mind the particular characteristics and limitations of the data presented. Specifically:

- The data is presented here as it was reported in its original source. The data has not been modified to fit the specific purposes of this study. This will allow for making comparisons in the future as progress is monitored over time.
- Although the Literacy Initiative is focused on young adults ages 18-35, there was a significant limitation in collecting data specific to this age group. In most cases, data was available on adults (18 or over). The particular age restrictions of the data are noted where presented.
- Available data sources focus on spoken proficiency of the English language. Little information is available on either proficiency or literacy levels in a persons native language if other than English.

The Demographic and Economic Context of Adult Literacy in Monterey County

In reviewing this section the reader will undoubtedly notice the tremendous variation across different communities in the county along several dimensions. If effective strategies are to be developed to address any issue, including literacy, on a countywide basis, it is critical that we understand the unique nature of each community within this county. The community level data discussed in this report is based upon U.S. Census county subdivisions (CCDs) from 2000. Monterey County is divided into 13 distinct (not over-lapping) CCD's, and most of these are associated with a specific urban center and its surrounding area

Population

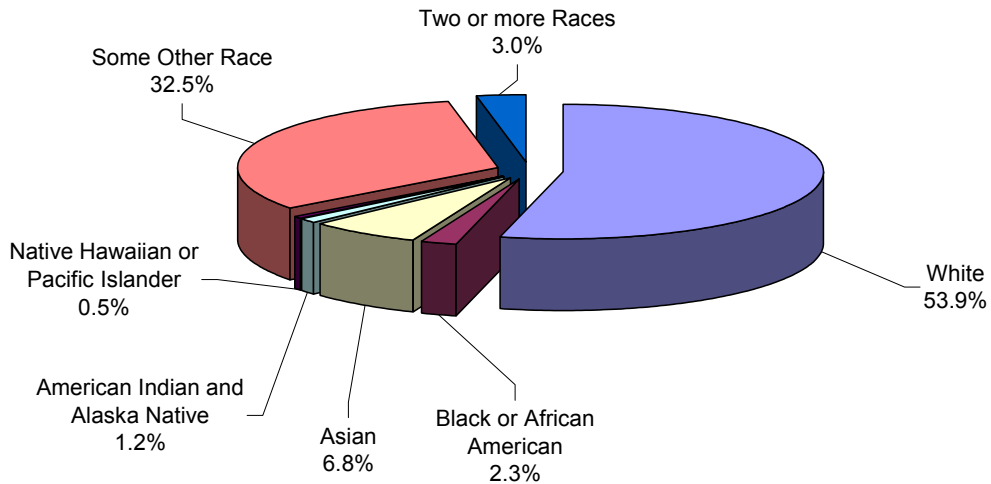
As of January 2006, Monterey County had a total population of 424,842 according to the California Department of Finance. This represented a 5.8% increase compared to the 401,762 in 2000 (U.S. Census). Based upon Census 2000, the adult population (those age 18 years and older) was 287,712, or 72% of the county's population based upon Census 2000 data. However, there was a high degree of variability among the county's communities. The adult population ranged from a low of 62% in the Greenfield area to a high of 86% in the Carmel area. The majority of county residents lived in the Salinas (41%) and Monterey-Seaside (28%) areas, which accounted for nearly 7 out of every 10 county residents.

Monterey County Population Estimates with Annual Percent Change January 1, 2005 and 2006			
	Total Population		Percent Change
	1/1/2005	1/1/2006	
MONTEREY COUNTY	423,754	424,842	0.3
CARMEL-BY-THE-SEA	4,064	4,038	-0.6
DEL REY OAKS	1,635	1,622	-0.8
GONZALES	8,344	8,455	1.3
GREENFIELD	13,270	15,335	15.6
KING CITY	11,359	11,333	-0.2
MARINA	18,929	18,824	-0.6
MONTEREY	30,399	30,161	-0.8
PACIFIC GROVE	15,429	15,305	-0.8
SALINAS	148,759	148,350	-0.3
SAND CITY	300	300	0.0
SEASIDE	34,809	34,454	-1.0
SOLEDAD	27,266	28,075	3.0
UNINCORPORATED AREAS	109,191	108,590	-0.6

Race, Ethnicity, and Hispanic or Latino Origin

Based upon the 2005 American Community Survey results, an estimated 51% of the adults in Monterey County were Hispanic or Latino. The racial composition of adults in Monterey County in 2005 was: 54% White; 7% Asian; 2% Black or African-American; 1% American Indian or Alaska Native; Less than 1% Native Hawaiian or other Pacific Islander; 32% some other race, and 3% two or more races.

POPULATION BY RACE



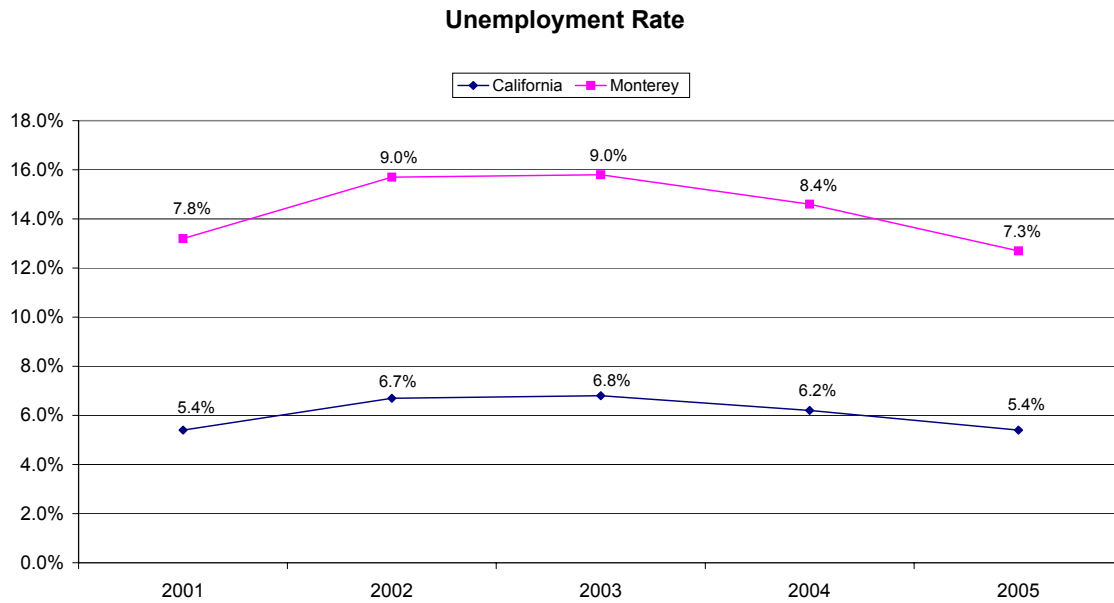
Source: U.S. Census; American Community Survey

Foreign Born Population

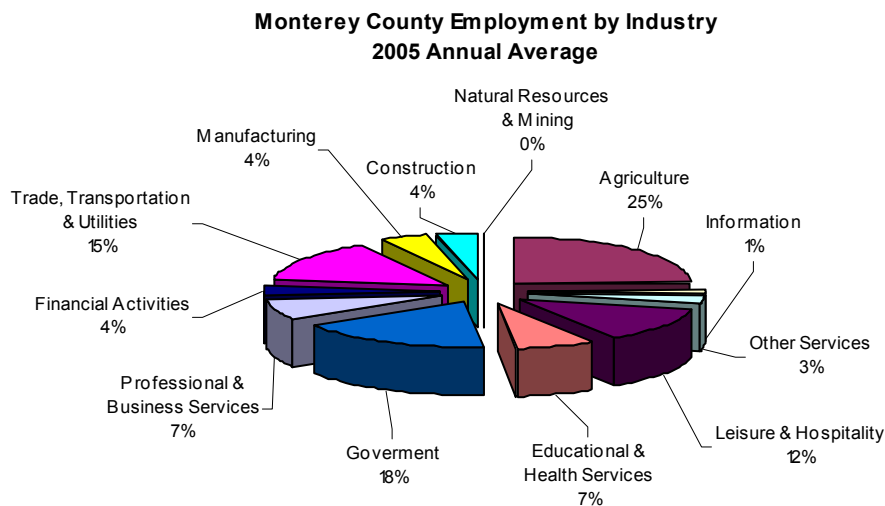
- In 2005, an estimated 118,272 Monterey County residents (30.4% of all residents) were foreign born based on results from the American Community Survey (2005). This is a slight increase compared to 2000, when 29.0% of county residents were foreign born.
- Most of the Monterey County residents that were foreign born were born in Latin America (78%) or Asia (13%).

Employment

- Monterey County's unemployment rate declined 1.1 percentage points in 2005 down to 7.3%, while the labor force increased to 209,600 persons. Areas with seasonal economies, such as Monterey County's agriculture and tourism industries, tend to have higher unemployment than other regions. As the chart below indicates, Monterey has posted consistently higher rates than California in the last 5 years. (California EDD, Labor Market Information Division, 2006)



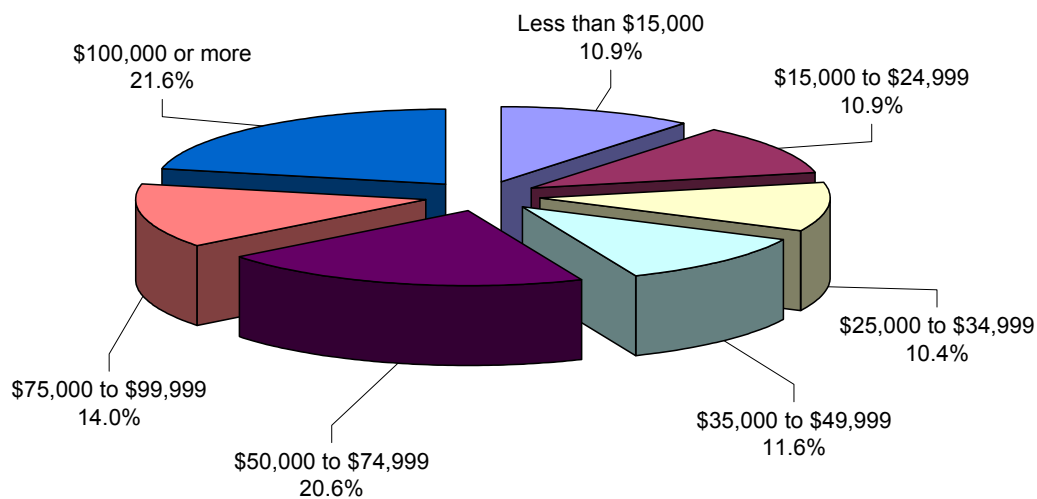
- The largest industries in Monterey County, in terms of employment in 2005 were agriculture (25%), government (18%), trade, transportation and utilities (15%), and leisure and hospitality (12%)



Income and Poverty

- The median household income in Monterey County was \$57,081 in 2004 according to the American Community Survey. This represents an 17% increase from \$48,865 in 2000. The American Community Survey (2004) results indicated that 22% of households made less than \$25,000, and 29% made under \$35,000 in 2004. Approximately 22% of households had incomes over \$100,000. Based upon Census 2000 data, the areas with the highest median income in 1999 were the Toro CCD (\$89,300), Carmel Valley (\$70,313), and Carmel (\$65,647). The San Ardo (\$37, 212), Greenfield (\$37, 563), and King City (\$39,541) areas had the lowest median household incomes in Monterey County in 1999.

HOUSEHOLD INCOME



Source: U.S. Census, American Community Survey

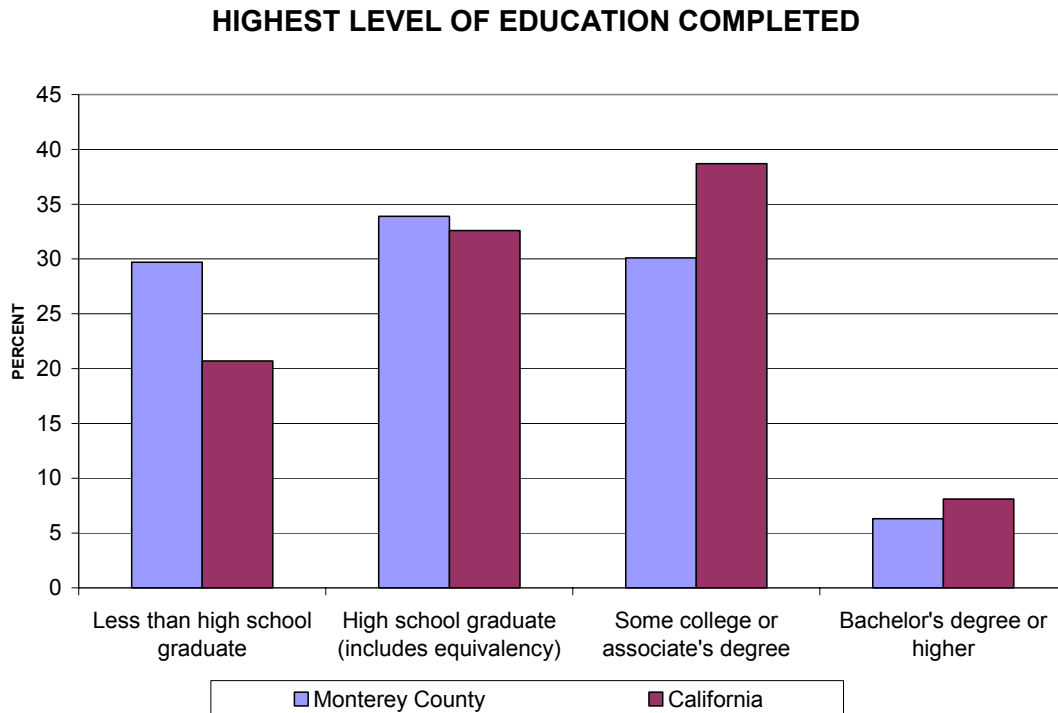
- In 2004, 12% of individuals in Monterey County age 18 and fell below the federal poverty level¹. In the same year, 11% of all Monterey County families fell below the poverty level. The poverty rate among all individuals aged 18 and over has remained unchanged in Monterey County between 2000 and 2004. The poverty rates for families with children were even higher. An estimated 17% of Monterey County families with children were below the poverty line in 2004, which is slightly higher than the 14% reported in 2000.

¹ Poverty data reported by U.S. Census Bureau uses the federal government's measure of poverty. The federal government measures poverty by comparing an individual or family's income to the income threshold for that family type. Income thresholds are determined by multiplying the cost of a minimum diet by three (to estimate the cost and include the cost of non-food items.) Family type is defined by the number of persons and the number of children under 18 in the family. The standards are the same for all parts of the country; no adjustment is made for regional, state, or local variation in cost of living.

Educational Attainment

According to the U.S. Census American Community Survey 2005, Monterey County residents ages 25 and over reported the following about their highest level of educational achievement:

- 29% had completed less than a High School graduate (GED)
- 21% were High School graduates (or GED)
- 26% had completed some college or associate's degree
- 24% had completed a bachelor's degree or higher



Language and English Proficiency (Population-Based data)

This section of the report presents available population-based data on language and language proficiency in Monterey County from the U.S. Census Bureau. The intent of this section is to quantitatively describe the language and literacy characteristics of Monterey County's population. In order to understand how this might impact the efforts to improve the literacy levels of young adults. Moreover, it might be useful in estimating the potential need or demand for literacy services, and designing services to fit the particular characteristics of the community it serves.

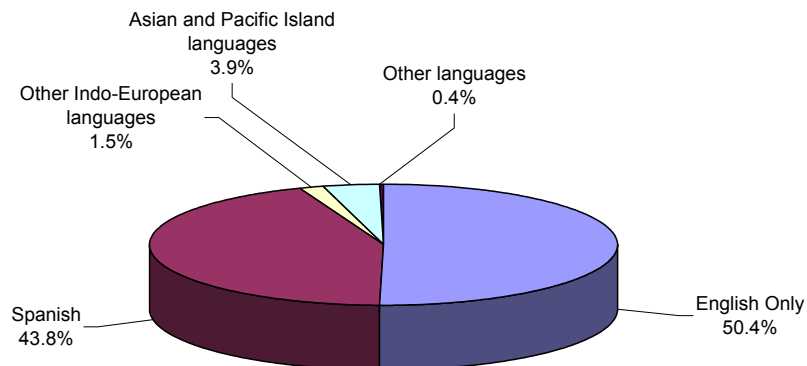
In reading this section one must keep in mind the particular limitations of the data presented. First, the U.S. Census data does not address language proficiency among English speaking households. As a result, there is an absence of local data on the proficiency levels of English-only speaking persons in the county. Secondly, the U.S. Census does not provide data on the proficiency levels of persons who speak a language other than English as their primary language in their primary language. For example, data is not available on Spanish language literacy levels among Spanish speaking persons.

The Census does, however, collect self-assessed English proficiency information from persons who speak a language other than English. This self-reported measure, which shows how the residents themselves view their own spoken-language skills, may not be an accurate measurement of their actual English language skills. A host of social factors may influence individuals to assess themselves inaccurately, either too low or too high. For example, cultural and native language literacy may play a role in developing different assumptions and understandings about what it means to speak English. Therefore, this measurement can best be understood as a proxy to adult literacy. Despite this limitation, the Census self-assessment provides valuable information on the extent of adult English language proficiency.

Language Spoken at Home

- According to the 2005 American Community Survey (U.S. Census data), 48% of Monterey County residents age five and older indicated that English was the only language spoken at home. The other 52% indicated that they spoke some other language—either in addition to English or as their only language. Of those who spoke a language other than English, 84% spoke Spanish, 9% spoke Asian or Pacific Island languages, and 7% spoke other Indo-European languages.
- In comparison, the results from the U.S. Census in 2000 indicated that 53% of residents age 5 years and older spoke English only and 47% spoke a language other than English. Statewide, 61% of residents spoke only English at home in 2000.
- Community-level data from the 2000 Census indicated that the areas of Greenfield, Gonzales, Soledad, King City, Pajaro, and Salinas CCDs all report more than 50% of their residents spoke a language other than English at home. Less than 20% of the populations of the Carmel, Carmel Valley, Coastal and Toro CCDs spoke a language other than English at home.

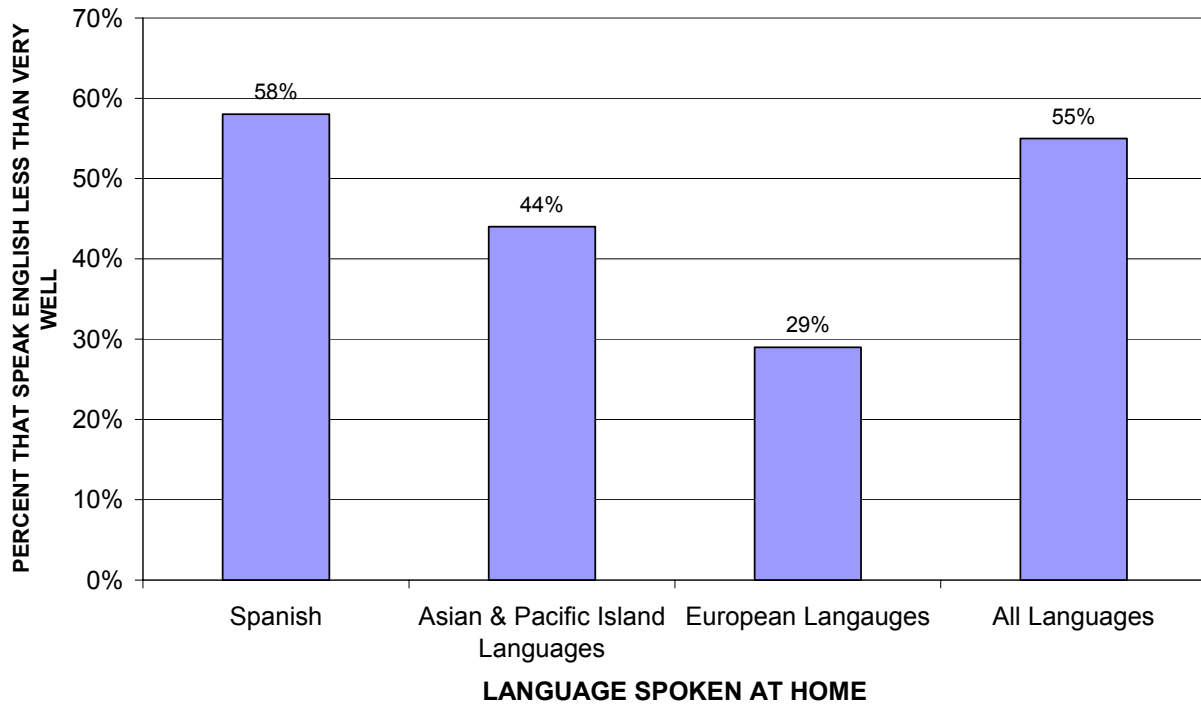
LANGUAGES SPOKEN AT HOME



English Language Proficiency (Self Assessment)

- Among persons that spoke a language other than English at home, 54.5% indicated that they spoke English less than “very well” according to estimates from the American Community Survey 2005. For persons that spoke Spanish at home 58% indicated that they spoke English less than “very well”. For persons that spoke Asian or Pacific Island languages at home 44% indicated that they spoke English less than “very well”, and for persons that spoke European languages 29% reported that they spoke English less than “very well”.

SELF-REPORTED ENGLISH LANGUAGE PROFICIENCY

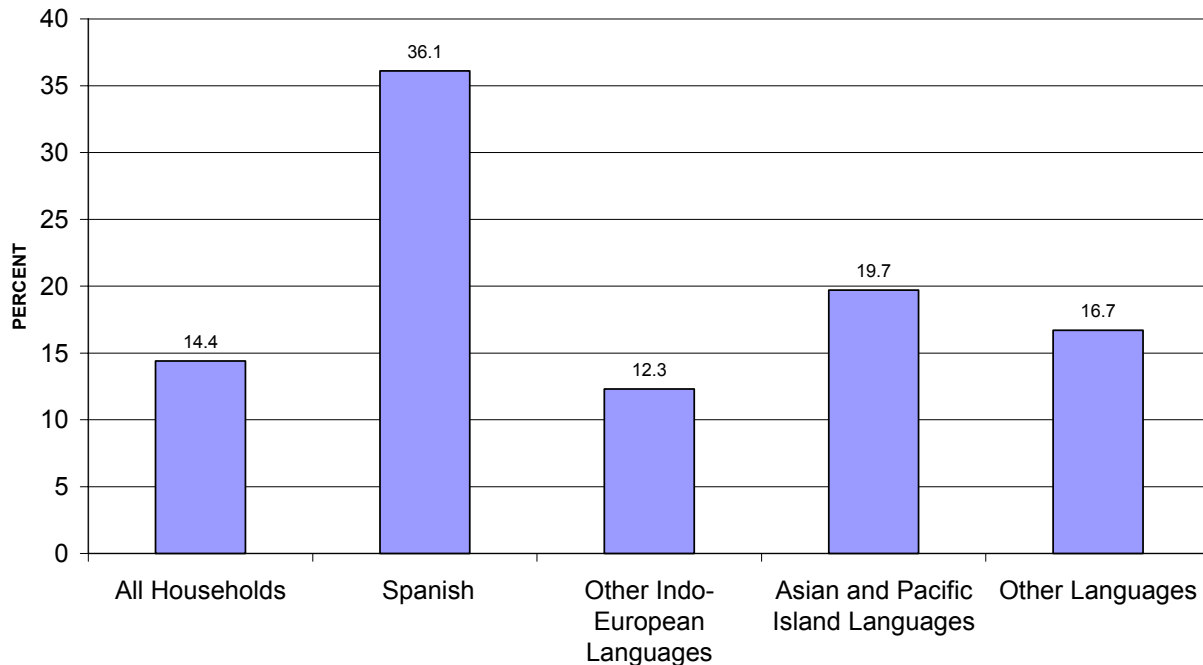


Linguistic Isolation

According to the Census definition, a linguistically isolated household is one in which no member 14 years and over (1) speaks only English or (2) speaks a non-English language and speaks English “very well”. In other words, a linguistically isolated household is a household in which all members of the household age 14 and over have at least some difficulty with English.

- In Monterey County, approximately 14% of all households are considered linguistically isolated by this definition (American Community Survey 2005). In terms of specific languages, 36% of Spanish speaking households, 20% of Asian-Pacific Island language speaking households, 12% of European language speaking households, and 17% of households speaking other languages, are linguistically isolated.

LINGUISTIC ISOLATION BY LANGUAGE SPOKEN AT HOME



- Community-level information is available from Census 2000. This data indicated that the communities of King City (35%), Salinas (32%), and Soledad (32%) had the highest percent of linguistically isolated Spanish language households; while the Toro (9%) and Carmel Valley (13%) areas had the lowest percentages. The communities of Gonzales (55%) and Soledad (41%) had the highest percent of linguistically isolated Asian-Pacific Island language households; while the Greenfield (0%) and Coastal (0%) areas had the lowest percentages. The communities of Greenfield (47%), and King City (30%) had the highest percent of linguistically isolated European language households, while the Carmel Valley (0%) and Pajaro (5%) areas had the lowest percentages.

Outcome 1: Young Adults Attain Literacy through the High School Level

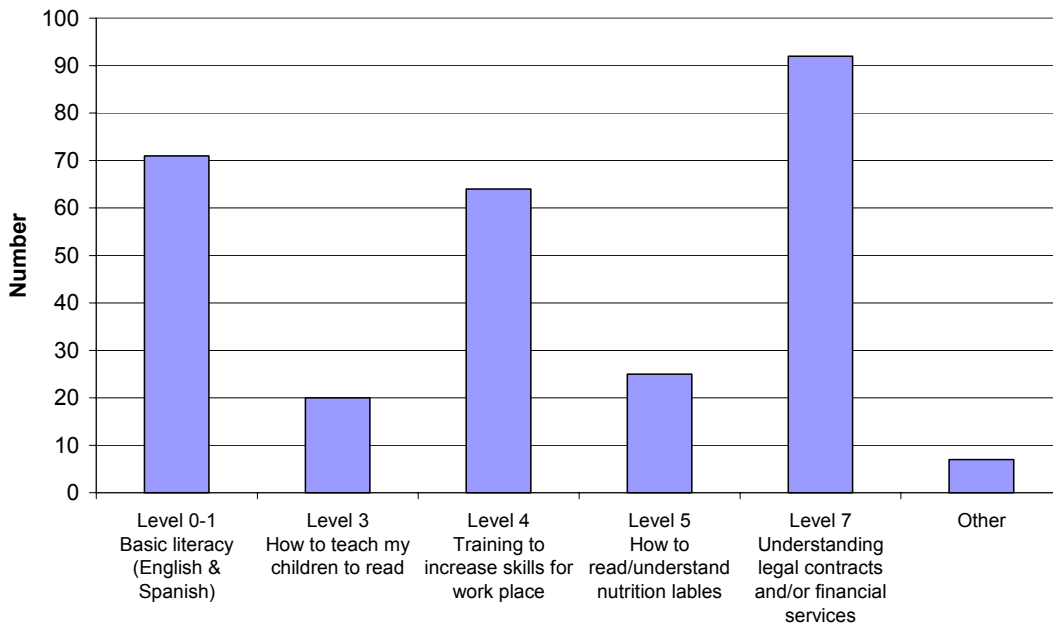
INDICATOR: Increase the number of people ages 18-35 who, as reported by program providers, are making progress toward literacy math, subject matter, and life skills at high school equivalency level.

Community Foundation Audience Research

In March-July 2006 the Community Foundation for Monterey County distributed a survey to selected community audiences across the county. Although the results of this survey are not necessarily representative of all residents in the county, it provides valuable insight into the characteristics and literacy needs of young adults locally who are already engaged with, or may benefit from literacy services. A summary of the survey results (n=118) indicates that:

- The participants were nearly evenly split between men (55%) and women (45%); and 41% were parents with children under the age of 18. Most participants reported low levels of formal education, in fact, 68% had completed less than a 9th grade education.
- The most frequently cited reason motivating respondents to improve literacy skills was “better career options” (n=50).
- In terms of best time to offer classes/workshops – Winter (n=47) and Spring (n=36) were noted most often, and preference for time of day was overwhelmingly evenings (n=124); and preference days offered was evenly split between weekdays (n=59) and weekends (n=56).
- Financial literacy (n=92) and basic literacy classes in English and Spanish (n=71) were the most frequently reported activities needed in order to be successful.

LITERACY ACTIVITIES TO BE SUCCESSFUL



- Proximity to literacy services was important to respondents. When asked about the best place to offer services the respondents indicated local community center (n=50), local school (n=49), and “does not matter, as long as near” (n=55).
- A majority of the survey respondents (62%) reported that they would participate in a program, class, or activity if an employer encouraged or supported it during work hours.
- The survey respondents indicated that the greatest obstacles to them participating in literacy activities were lack of transportation (n=77), lack of information about classes (n=41), and time constraints (n=39).

Continuum of Literacy Services in Monterey County

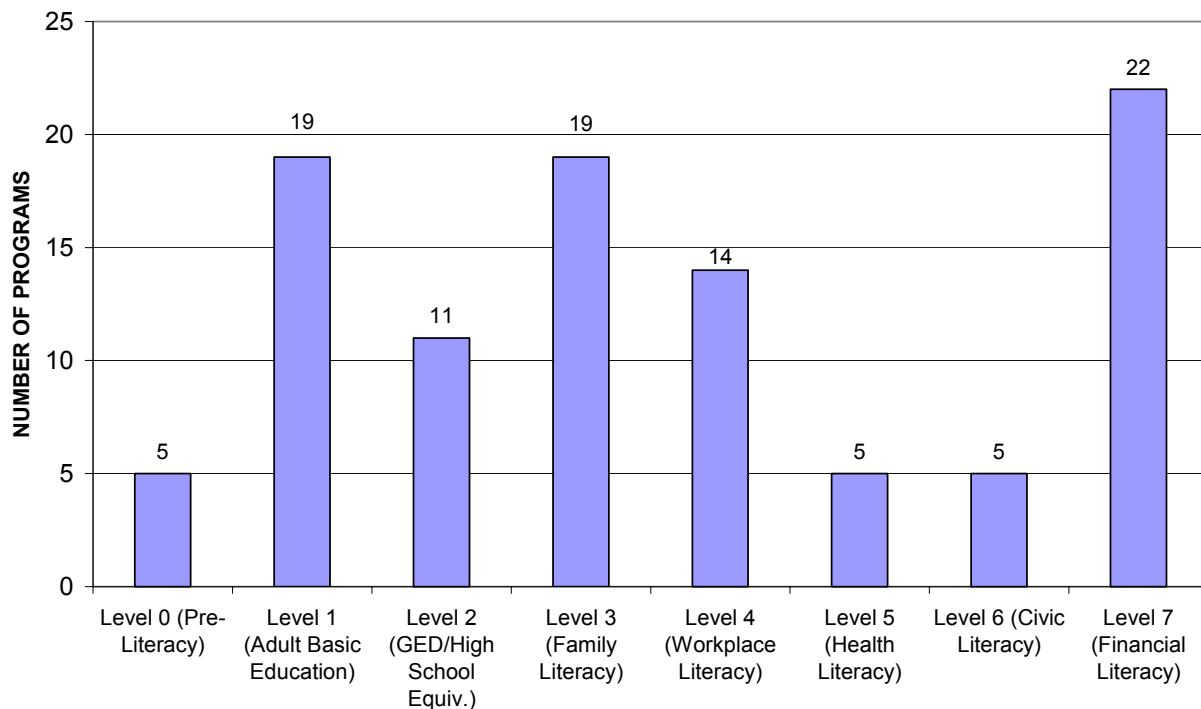
The Community Foundation for Monterey County distributed a questionnaire to agencies providing literacy services in Monterey County in order to identify scope of services available to young adults interested in improving their literacy level. The result of this research effort is a *Continuum of Literacy Services in Monterey County* that identifies the array of services – and the gaps in services by literacy level and by community. The survey was distributed to 57 different literacy providers in Monterey County, and the results, based upon those that responded indicated the following:

- The responding agencies provided literacy services through at least 100 different programs, with a combined annual reported enrollment of 48,681 persons.
- Although programs and services are available for each of the levels of literacy someplace in the county, the survey findings indicate that there were great differences in availability of

these services by community. For example, in Salinas, literacy programs were offered for each of the levels (0-7), and in Seaside, Soledad, and King City programs were available for 6 of the 8 levels of literacy in the continuum. Conversely, in the North County area – Castroville, Moss Landing there were no literacy services reported. In addition, there were literacy programs addressing only 1 of the levels of literacy in the communities of Big Sur, Cachagua, Chualar, Gonzales.

- Level 1 (Adult Basic Education) and Level 3 (Family Literacy) programs were available in the greatest number of communities. Level 0 (Pre-literacy) literacy programs were available in the fewest areas of the county.

LITERACY SERVICES IN MONTEREY COUNTY BY LEVEL



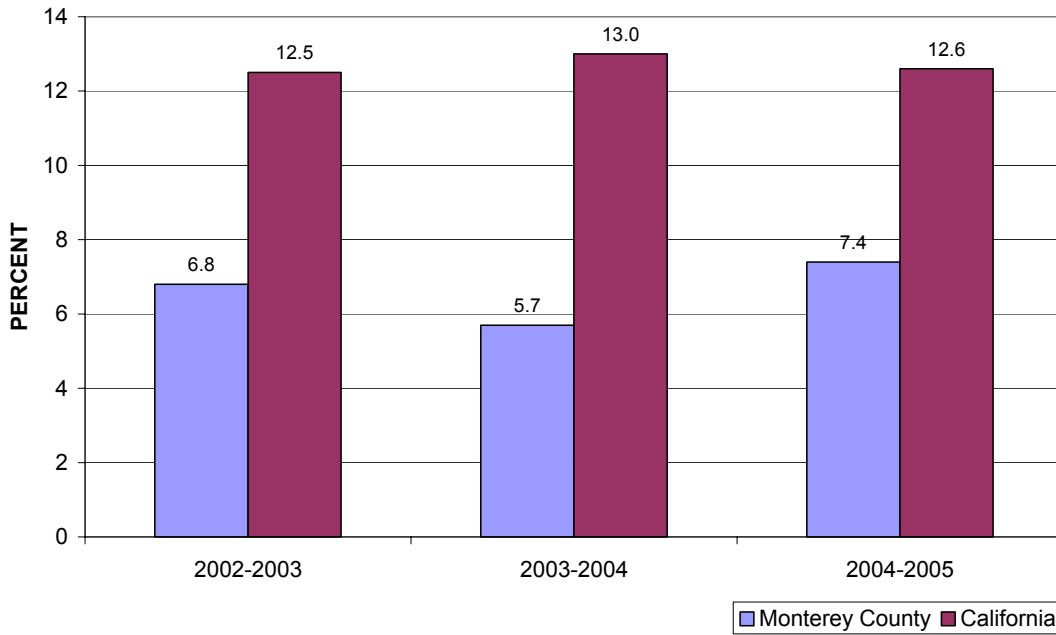
Adults with Educational Attainment of less than High School Graduate/GED

- According to U.S. Census data (American Community Survey, 2005) 29% of adults age 25 and over in Monterey County reported that their highest level of education is less than a high school diploma or equivalency. This represents a small decline compared to 2000, when 32% of adults reported educational attainment of less than a high school diploma.
- Among the estimated 51,744 foreign-born adults age 25 and older that resided in Monterey County in 2005, 56% had an educational attainment level of less than high school graduate. (American Community Survey, 2005)

High School Dropout Rate

- The 4-year derived dropout rate for grades 9-12 in Monterey County was 7.4 in 2004-2005. In comparison, the dropout rate statewide for the same year was 12.6. The 4-year derived dropout rate in Monterey was 6.8 in 2002-2003, and 5.7 in 2003-2004. The 4-year derived drop-out rate is calculated as the sum of the individual drop-out rates for grades 9, 10, 11, and 12 within the year reported. A student is considered a drop-out if they were enrolled at some point during the previous school year and left school prior to completing the school year, and has not returned as of reporting date. (California Department of Education, 2006)

4-YEAR DROPOUT RATE FOR GRADES 9 - 12



High School Graduates

- In 2006, there were 3,661 students who graduated from Monterey County high schools.
- California High School Exit Exam results 2006 indicated that among 12th grade students that were tested, 30% (459 of 1,506) passed the Mathematics section, and 31% (444 of 1,431) passed the English-Language Arts section. (California Department of Education, 2006)

Community College Basic Skills Improvement in English and Math

The California Community College system tracks and reports the percent of students that take classes to improve their English skills. If a student completes a Basic English skills course and then successfully completes an upper level English course within three years, the student is counted as improved. The table below shows the number of students who completed the Basic English skills class in 2001-2002 academic year as well as the 2002-2003 academic year (the

two most recent years available), as well as the number and percent of them that took an advanced class to further their English skills. The percent improved shows how many students at each college completed an upper level English class within three years of completing the Basic English skills class.

- For both the 2001-2002 class and the 2002-2003 class, Hartnell and MPC both had a greater percent of students with improved English skills than the statewide average. Among students that enrolled in a basic skills English course in the 2001-2002 academic year, 40% of Hartnell students and 33% of MPC students had completed a higher level English course during the next 3 academic years. In terms of total enrollment, English basic skills enrollment at Hartnell increased by 9% from 2001-2002 to 2002-2003; and enrollment at MPC decreased by 23% in the same time period.

Basic Skills Improvement - English						
	2001-2002 to 2003-2004			2002-2003 to 2004-2005		
Location	Total English	Improved English	Percent Improved	Total English	Improved English	Percent Improved
Hartnell	2,460	896	36.42%	2,693	1,083	40.22%
MPC	2,990	977	32.68%	2,291	756	33.00%
Monterey County Total	5,450	1,873	34.37%	4,984	1,839	36.90%
California	375,993	101,979	27.12%	377,169	101,095	26.80%

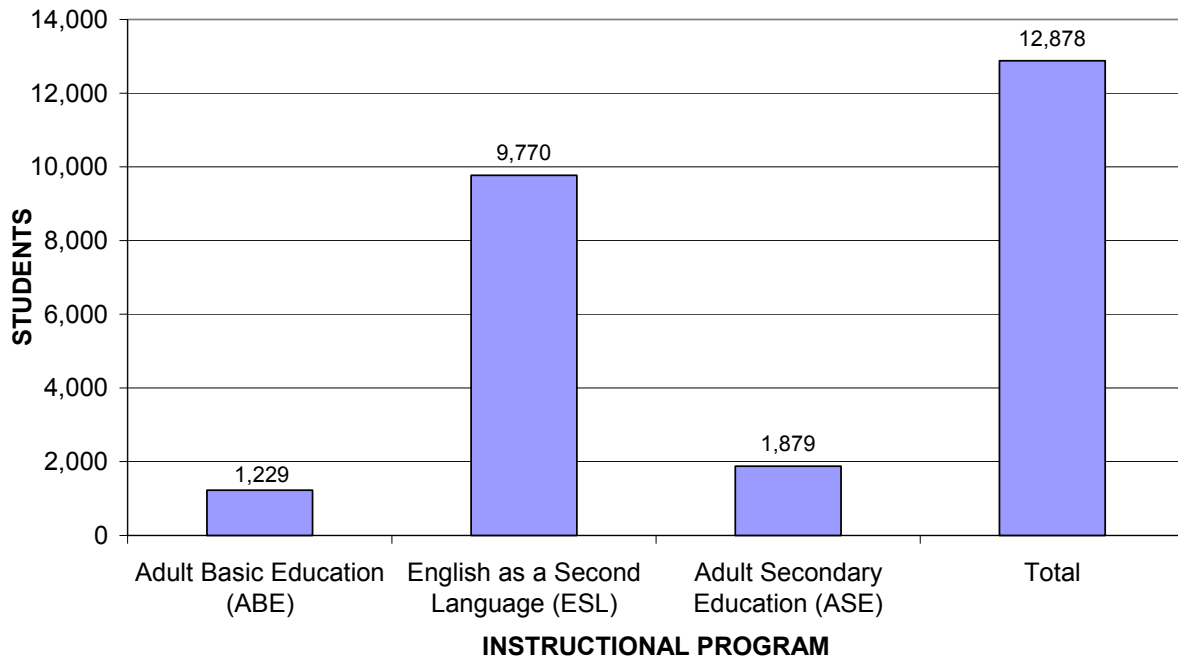
- With respect to Math basic skills courses, enrollment at Hartnell was nearly the same in 2001-2002 and 2002-2003; while basic Math course enrollment at MPC decreased by 38% in the same time period. For both the 2001-2002 class and the 2002-2003 class, Hartnell and MPC both had a greater percent of students with improved Math skills than the statewide average. Among students that enrolled in a basic skills Math course in the 2001-2002 academic year, 34% of Hartnell students and 26% of MPC students had completed a higher level Math course during the next 3 academic years.

Basic Skills Improvement - Math						
	2001-2002 to 2003-2004			2002-2003 to 2004-2005		
Location	Total Math	Improved Math	Percent Improved	Total Math	Improved Math	Percent Improved
Hartnell	3,647	1,146	31.42%	3,627	1,250	34.46%
MPC	878	272	30.98%	541	142	26.25%
Monterey County Total	4,525	1,418	31.34%	4,168	1,392	33.40%
California	275,535	75,969	27.57%	287,769	80,490	27.97%

Adults Participating in Workforce Investment Act (WIA) Adult Education programs

- In the 2003-2004 program year (most recent available), there were a total of 12,878 students enrolled in WIA adult education programs offered by local adult schools and community-based organizations. The majority of learners were enrolled in the ESL instructional program (79%).

**WORKFORCE INVESTMENT ACT LEARNERS BY
INSTRUCTIONAL PROGRAM, 2003-2004**



Outcome 2: Young Adults Read to Children to Improve their own Literacy and help children succeed in school

INDICATOR: Increase the number of people ages 18-35 who participate in structured programs that encourage or require them to read and do other literacy and school success building activities with children in homes, at schools, and in out-of-school programs.

Parents Reading to their Children

- According to the California Health Interview Survey (CHIS) in 2003, 62% of parents in Monterey and San Benito Counties read or told stories to their children ages 0 to 5 everyday, and 33% read or told stories 3 to 6 days of the week. Approximately 3% of parents indicated that they never read or told stories to their young children. Statewide, 53% of parents read or told stories to their children everyday, 30% 3 to 6 times a week, 12% 1 to 2 times a week, and 6% never read to their young children.
- In August/September 2004, parents at low-performing schools in Monterey County responded to a survey sponsored by First 5 Monterey County. Parents were asked to self-report on certain school-readiness activities they engaged in with their child prior to entering kindergarten, including how frequently parents read stories with their child. The findings indicated that many parents (44%) read to their children on a daily basis. The survey also inquired about the frequency of other parent-child activities that contribute to literacy skills including practice counting with their child (47% indicated daily), practicing kindergarten skills (25% indicated daily), and playing games that order objects (23%).

Parent-Child Activities

Activities to help children prepare for kindergarten	Percent		
	Not at all or a little (monthly)	Sometimes (weekly)	Frequently (Daily)
Practice daily routines of getting ready for school	9	25	66
Play active games (toss ball, jump, climb, etc.)	7	34	57
Practice counting with child	7	46	47
Read stories or show picture books with child	10	46	44
Practice kindergarten skills: holding a pencil, cutting with scissors, counting, colors, shapes, letters	28	46	25
Play games that order objects (nest cups, lining up from smallest to largest, etc.)	29	49	23

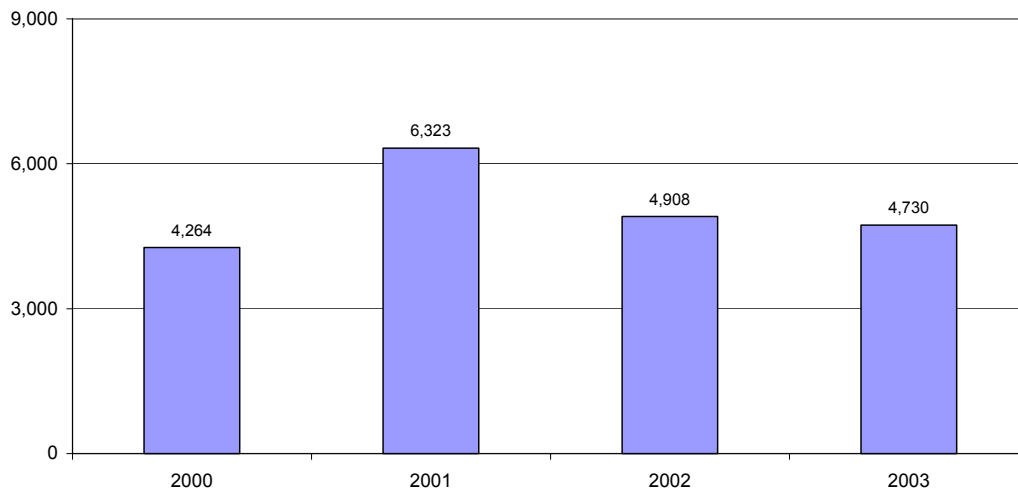
Note: Denominator used is valid cases and so the % is out of valid cases, not out of total 876.
Source: Kindergarten Readiness Assessment, 2004, First 5 Monterey County / Harder & Co.

Children/Families enrolled in Preschool and Family Literacy Programs

Preschools curriculums often include a family literacy component, in particular, some federally funded programs, such as Even Start, make it a requirement. Although data specific to the family literacy activities was not available, general data on enrollment in preschool was available.

- In 2003, an estimated 4,730 children were enrolled in preschool according to results from the 2003 American Community Survey. This represents an increase of 11% compared to 2000.

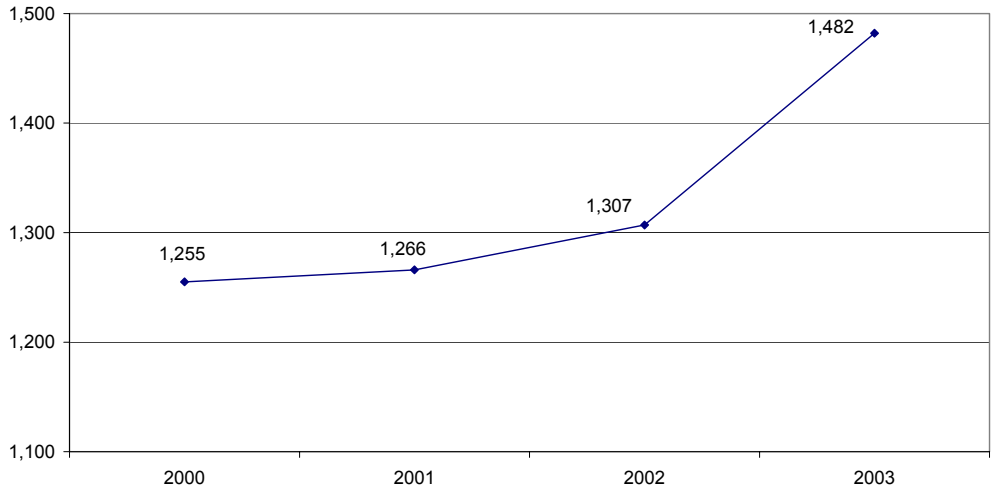
**Number of Children Enrolled in
Nursery or Preschool, 2000-2003**



Data Source: U.S. Census Bureau 2000; American Community Survey, 2003.

- The number of children enrolled in Head Start programs in Monterey County was 1,482 in 2003; and has increased steadily each since 2000, when a total of 1,255 students were enrolled in Head Start programs.

Number of Children Ages 0-5 Enrolled in Head Start, 2000-2003



Data Sources: First 5 California, First 5 Population Estimates for Monterey County, Head Start National Grantee-Level Database through Xtria, February 2005.

- There are two federally funded Even Start Family Literacy programs operating in Monterey County—in Salinas and in Greenfield. Data on the number of participants was not available at the time of reporting.

Outcome 3: Young Adults Are Able to Become Employed and Advance in Local Workplaces

INDICATOR: Increase in the number of workers ages 18-35 qualified for entry-level positions and preparing to advance and help meet the county’s workforce needs.

Number of persons enrolled in Welfare to Work programs

- In September 2005 (the most recent data available), a total of 1,233 county residents were served by the Welfare to Work programs administered by the Monterey County Department of Social Services. The majority of these persons were from the city of Salinas, which is the largest city in the county. However, on a per capita basis, the highest percent of residents were served through these programs in Gonzales, Marina, and Greenfield.

Welfare to Work Employment Programs Customers Served by Program and by City				
September 2005	Total Served		City Population	
	Persons	% of City	Persons	% of County
Aromas	3	0.06%	4,845	1.08%
Bradley	3	0.20%	1,476	0.33%
Carmel	9	0.06%	16,333	3.63%
Castroville	33	0.35%	9,547	2.12%
Gonzales	35	0.88%	3,975	0.88%
Greenfield	65	0.45%	14,531	3.23%
King City	50	0.33%	15,072	3.35%
Marina	132	0.47%	27,993	6.22%
Monterey	30	0.09%	33,477	7.44%
Moss Landing	1	0.04%	2,497	0.56%
Pacific Grove	12	0.08%	15,326	3.41%
Pajaro/North County	16	0.37%	4,305	0.96%
Prunedale	8	0.04%	22,321	4.96%
Salinas	646	0.33%	194,604	43.27%
Seaside	101	0.37%	27,182	6.04%
Soledad	60	0.37%	16,079	3.57%
Unincorporated	13	0.03%	40,226	8.94%
Out of County	16	n.a.		
Total for County	1,233	0.27%	449,788	100.00%

Community College Vocational Education Program Enrollment

- Local community colleges are a major provider of vocational education training in Monterey County. In 2004-2005, there were 10,864 total enrollments in vocational education courses, and 92% of these courses were successfully passed by students. At Hartnell College in Salinas, there were 4,340 vocational education course enrollments in 2004-2005, which is a 4% decrease compared to the 4,525 enrolled in 2002-2003. A similar trend was evident at MPC, where there were 6,524 vocational education course enrollments in 2004-2005 compared to 7,382 in 2002-2003, which was a 12% decline in enrollments.

Community College Vocational Education Course Enrollments and Success Rates, 2004-2005			
Location	Successful Vocational Education	Percent Successful	Attempted Vocational Education
Hartnell	4,277	98.55%	4,340
MPC	5,716	87.61%	6,524
Total	9,993	91.98%	10,864
California	482,704	84.31%	572,566

High School Graduates Completing UC/CSU Course Requirements

- In the 2006, only 24.8% of Monterey County high school graduates completed the coursework required for admission to the University of California or California State University campuses. This is significant since recent research has indicated that increasingly, the skills required for workforce preparedness and college preparedness are similar (ACT study). In comparison, 35% of high school graduates statewide in 2006 completed the UC/CSU course requirements.

Workforce Literacy

- The "Tri-County Community Asset Investment Portfolio: Workforce Assets and Gaps" for Monterey County reports that Monterey County has higher rates of low literacy and lower levels of educational attainment among youth and adults than other counties. Furthermore, these problems are greater in the Salinas and South County areas, and many youth leave high school without basic skills proficiency.

Outcome 4: All People in the Community Support Literacy as a Basic Human Need

INDICATOR: Increase in the number of adults of any age who:

- a. are counted as volunteers and/or donors by agencies that provide literacy services
- b. report in surveys that they value being part of a literate community
- c. report in surveys that they have encouraged at least one person to improve his or her literacy
- d. are counted among the participants at public events promoting and celebrating literacy

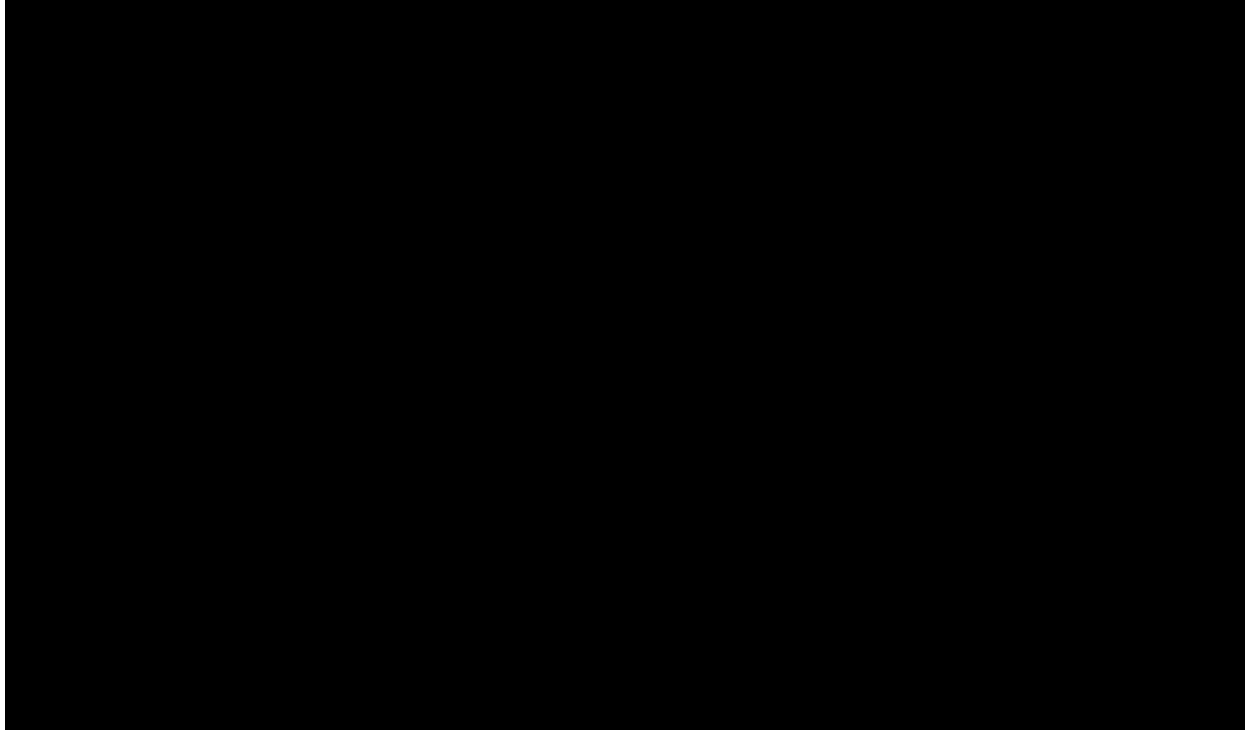
Currently, there is little, if any, systematic community-level data available that provides insight into this indicator. Given that this is one of the priority indicators for the first two years of the Literacy Initiative, effort will be devoted to developing a research strategy to both establish a baseline of information for this outcome, as well as for monitoring community progress in this area during the course of the initiative.

Outcome 5: Children are Ready to Learn

INDICATOR: Increase in the number of people ages 18-35 whose children are “ready to learn” when they enter Kindergarten.

Kindergarten students who have almost or fully mastered readiness skills

- In 2004, a Kindergarten Readiness Assessment study was implemented by First 5 Monterey County at a sample of low-performing (based upon API scores) schools in the county. The results found that 17% of students had either almost or fully mastered all the items on the emotional well-being dimension, 14% of students had almost or fully mastered the communicative skills items, 18% had almost or full mastered the approach to learning items, and 8% had almost or fully mastered the cognition and general knowledge items. In comparison, a much higher percentage of kindergarten students in the statewide sample had almost or fully mastered the items in each of the four scales; however the statewide sample was not restricted to only low-performing schools.



Source: First 5 Monterey County ; Harder & Co., 2005

- In 2001, First 5 Monterey County sponsored a survey of kindergarten teachers on the subject of school readiness. The teachers responded that in terms of overall preparedness upon kindergarten entry, 18% of students were not prepared, 28% were minimally prepared, 42% were adequately prepared, and 12% were more than adequately prepared. In terms of primary language preparedness, only 10% were not prepared, 19% minimally prepared, 52% adequately prepared, 19% more than adequately prepared. There is considerable variation in these findings across communities in Monterey County. For instance, in the Alisal, King City, Pajaro, and Soledad school districts, more than 60% of students were considered either not prepared or minimally prepared in terms of overall

preparedness for Kindergarten. In contrast, less than 20% of students in Pacific Grove, Spreckels, and Washington Union school districts were considered not prepared or minimally prepared.

Outcome 6: People Understand Clearly Written Legal Documents & Exercise the Rights and Responsibilities of Citizenship

INDICATOR (6A): Increase in the number of people ages 18-35 who demonstrate on a questionnaire that they know how to read and interpret clearly written documents (such as employment contracts, voter materials, and legal notices). [Includes financial literacy and health literacy]

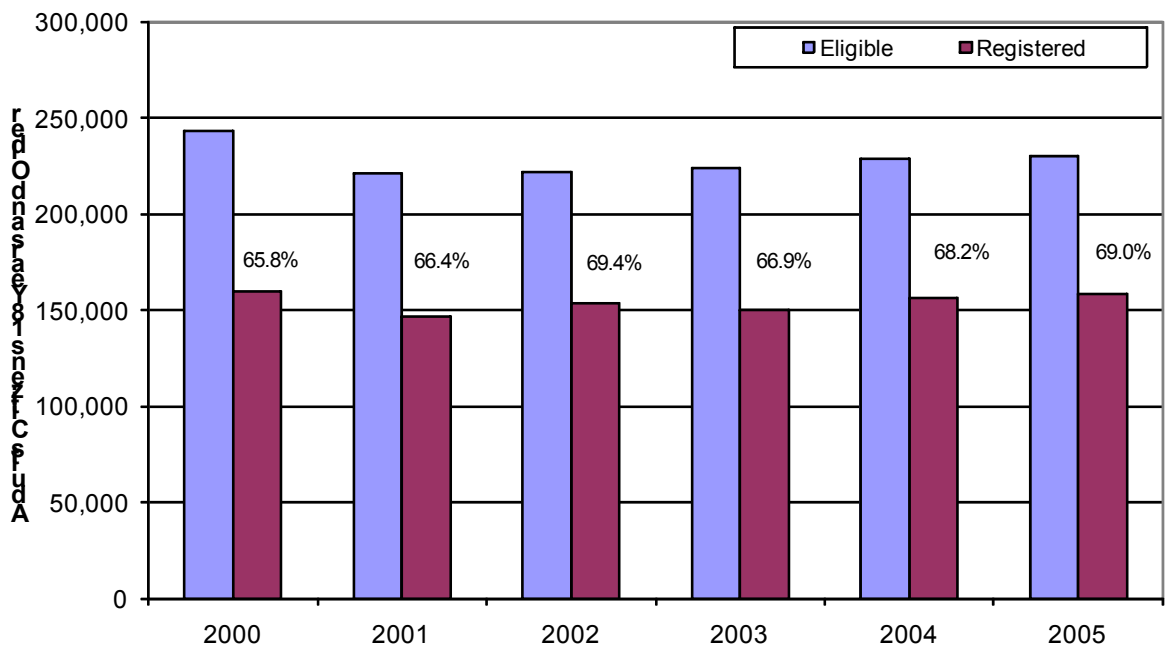
INDICATOR (6B): Increase in the number of adults ages 18-35 who are:

- Applying for and completing all requirements leading to citizenship
- Registered to vote
- Read voting materials [difficult to assess outside of survey]
- Voting in the last election
- Reporting for jury duty

Voter Registration and Voter Turnout

- In 2005, there were 158,716 registered voters in Monterey County; which constituted 69.0% of the 230,003 persons eligible to vote according to data from the California Secretary of State. The number of persons who are eligible to vote that are registered to vote has remained fairly consistent in Monterey County over the last five years, ranging from a low of 65.8% of eligible persons registered in 2000, to a high of 69.4% of eligible persons registered in 2002.

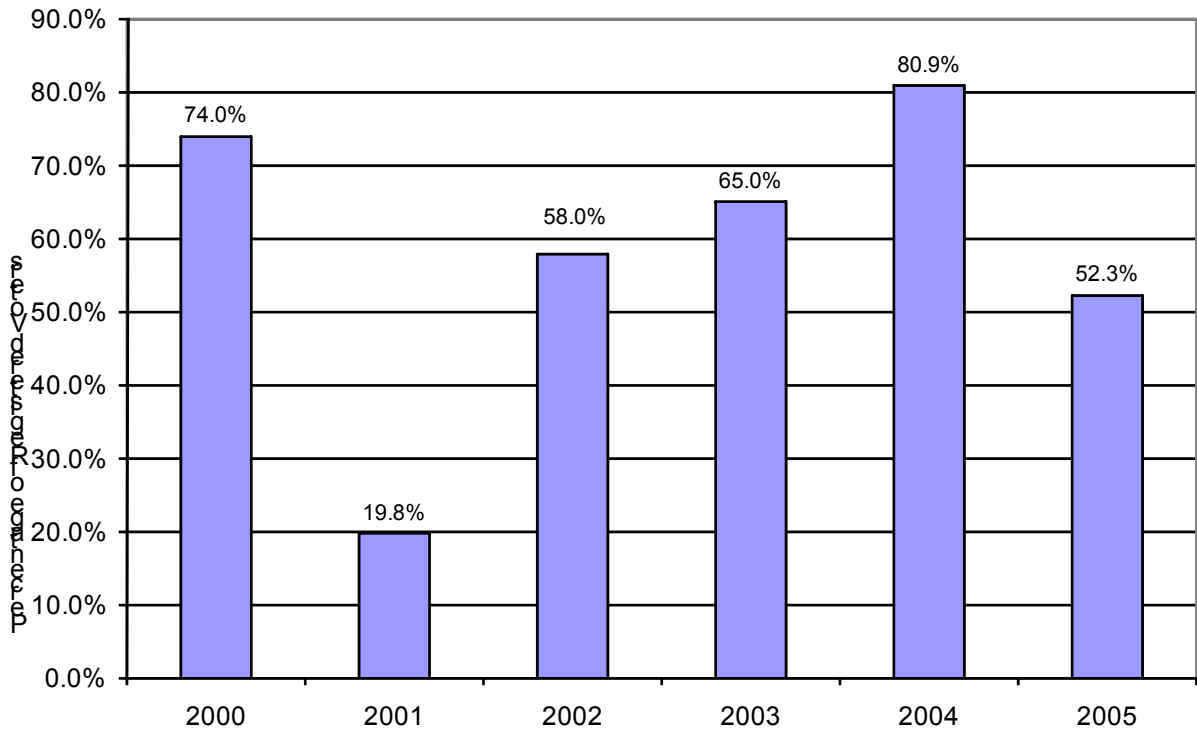
VOTER REGISTRATION



Note: Data labels represent the percentage of eligible adults who are registered to vote.

- Voter turnout in elections in Monterey County, as in most places, is highly variable, and is associated with the type of election. Turnout is highest in Presidential election years, and lowest when only local elections are on the ballot. In Monterey County, in the last five years voter turnout has ranged from a high of 81% in the November 2004 election, to a low of 19% in the November 2001 election.

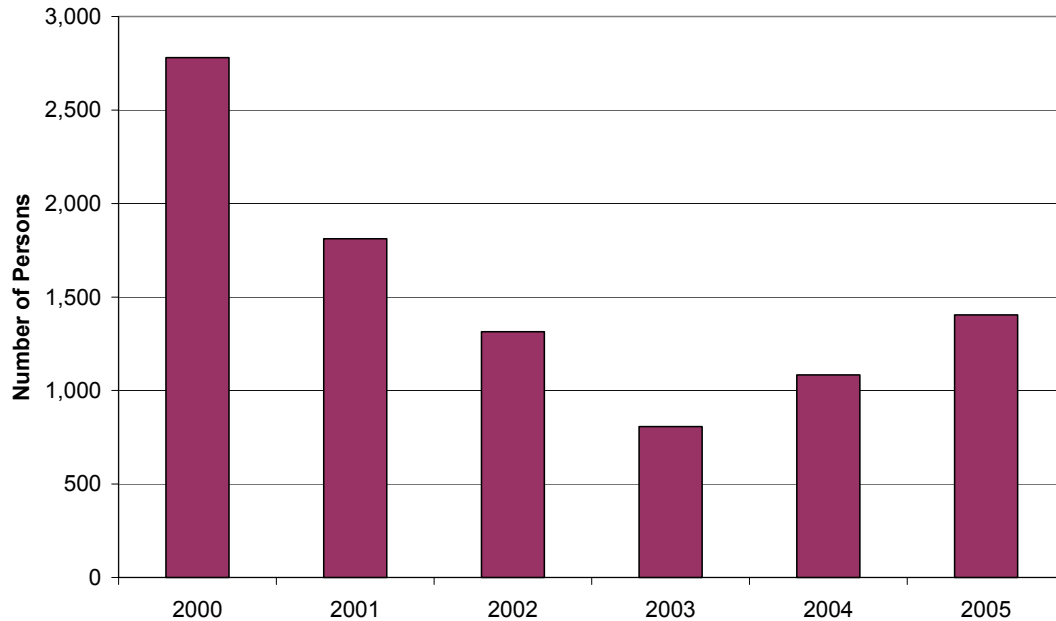
VOTER TURNOUT



Persons Completing Citizenship Requirements

- In 2005, there were 1,405 Monterey County residents that completed the requirements for citizenship and became naturalized citizens. A majority of the naturalized citizens came from Mexico (56%) and the Philippines (15%).
- The number of Monterey County residents becoming naturalized citizens declined significantly (-71%) from 2,780 in 2000 to only 808 in 2003. However, the number of residents becoming citizens has increased in each of the last two years, from 808 in 2003 to 1,405 in 2005.

NATURALIZED CITIZENS



Source: United States Citizenship and Immigration Services, 2006

Health Literacy Survey Findings

- Recent studies have identified a relationship between literacy levels and health status, with the evidence pointing to low literacy and poor health outcomes. In 2004, the Institute for Community Collaborative Studies at California State University, Monterey Bay conducted a health literacy survey that included 198 respondents. The respondents were predominantly Mexican American and low-income. Overall, the results indicate that health literacy improves when individuals are enrolled in a health-related education or treatment program compared to a literacy education program only. Specifically, individuals enrolled in the health-related programs had experiences that provided health information resulting in fewer literacy barriers, a better understanding of health education materials and signage, as well as their own health insurance policy. In addition, they were better able to use their language of origin to make appointments and talk with their doctor, to use an interpreter and converse with bilingual staff in their physician's office; and more often reported their doctor explained what their family needs to know and answers all their questions resulting in a better understanding of their doctor's orders.

Outcome 7: Parents Participate in Programs and Groups for Parents

INDICATOR: Increase in the number of people ages 18-35 who attend childcare and school parent meetings, parent-teacher meetings, parenting classes, school improvement events, and their children's performances and athletic events at least 3 times each year.

Parental Involvement with School

- In August/September 2004, parents at low-performing schools in Monterey County responded to a survey sponsored by First 5 Monterey County. Parents were asked to self-report on issues related to their involvement and contact with their child's school in the 12-months prior to entering kindergarten. The results indicate that a majority of parents received a letter or written information from the school about preparing for kindergarten (65%), and that just over one-half of parents reported that they toured the school or visited a kindergarten classroom (56%), participated in school activities (53%), or had their child's skills and development assessed (53%). Slightly less than one-half of parents reported meeting with a kindergarten teacher (47%) or met with the school principal or staff (46%). Only 19% of parents reported that they received a phone call or home visit from someone at the school who talked with them about child development.

Parent Involvement and Contact with School

During the 12 months before your child entered kindergarten, did you or anyone else in your child's household...	Percent
Receive a letter or written information from your child's school about preparing for kindergarten?	65%
Tour the school or visit a kindergarten classroom with your child?	58%
Participate in school activities (open house, assemblies, reading night, parent meeting, etc.)	53%
Had your child's skills and development assessed by someone in the school or district?	53%
Meet with a kindergarten teacher?	47%
Meet the elementary school principal or other school staff?	46%
Receive a phone call or home visit from someone at the school who talked to you about child development?	19%

Note: Percent is based upon the number of valid cases for each item, not the total number of respondents (n=876).

Source: First 5 Monterey County ; Harder & Co., 2005